Education for Democracy

Project Final Evaluation
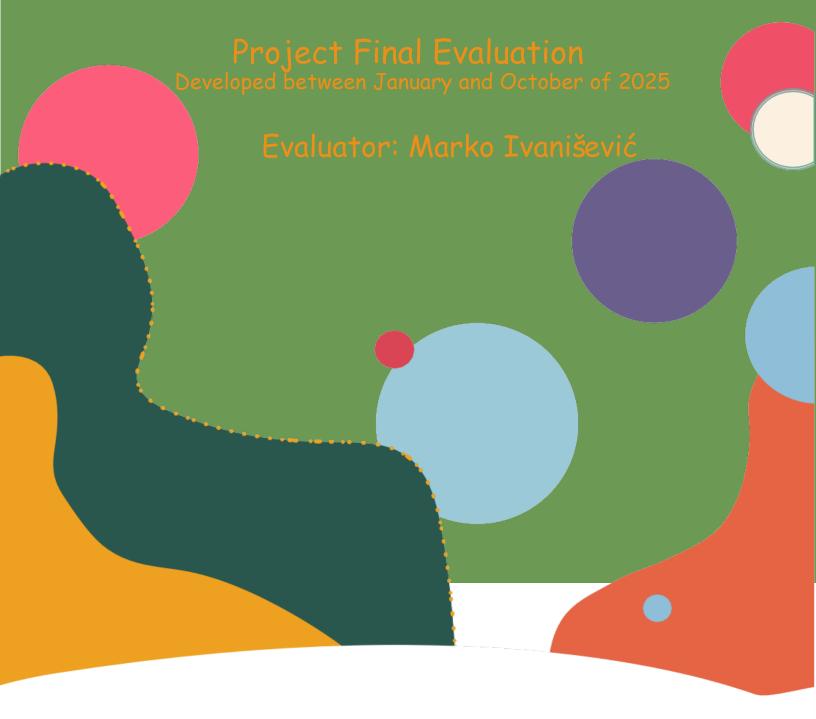Developed between January and October of 2025

Evaluator: Marko Ivanišević

Education for Democracy in Bosnia and Herzegovina

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Acknowledgements

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Executive Summary

The *Education for Democracy* project—implemented as a pilot initiative by the Auschwitz Institute for the Prevention of Genocide and Mass Atrocities (AIPG) and the Center for Peacebuilding (CIM) across six elementary schools in Sanski Most, Bosnia and Herzegovina—**aimed to strengthen democratic culture, promote inclusive classroom practices, and enhance students' understanding of human dignity, human rights, and civic participation.** The project combined the development of an educational handbook, teacher training, classroom-based activities, and school-level collaboration. **Between January and September 2025, it directly engaged 26 teachers and 117 students, while indirectly reaching an additional 946 students through guided workshops and extracurricular activities**. This executive summary synthesizes findings from student and teacher surveys, school leadership assessments, and focus group discussions, with a particular focus on student learning outcomes, attitudes, classroom dynamics, and broader school culture.

From the outset, the project was positively received by participating schools. **Teachers emphasized that the teaching modules**—covering identity and human dignity, democracy, communication, and civic responsibility—**offered practical and engaging tools** that differed markedly from traditional instructional approaches. **Students** similarly **described the activities as more interactive, creative, and collaborative than regular lessons, highlighting opportunities for discussion, reflection, and teamwork**. This shift from predominantly teacher-centered instruction toward participatory, dialogue-based learning emerged as one of the project's most significant strengths.

Student Knowledge and Attitudes

Comparative analysis of student surveys conducted before and after project implementation indicates **measurable improvements in students' understanding of democratic principles and human rights.** Recognition of free elections as a defining characteristic of democracy increased by nearly 10 percentage points, while awareness of the role of civil society organizations (such as NGOs, trade unions, and associations) rose by over 13 percentage points. At the same time, endorsement of misconceptions—such as the belief that political power in a democracy is held exclusively by politicians—declined substantially.

Students also demonstrated increased awareness of human rights concepts. **Familiarity with the Universal Declaration of Human Rights rose from 35% at baseline to 55% at endline**, suggesting a meaningful improvement in knowledge of key international human rights instruments, although a significant proportion of students remain unfamiliar with the Declaration. When asked to describe human rights in their own words, students most frequently referenced rights related to freedom, equality, religion, life, opinion, and voting, indicating a growing ability to articulate core rights-based concepts.

Attitudinal shifts were particularly evident in areas related to equality, justice, and democratic values. Agreement that men and women should have equal rights increased modestly, while more pronounced changes were observed in students' views on justice and participation. Agreement that people who commit crimes should still have rights increased by over 16 percentage points, and rejection of the statement that politics and religion should not be discussed rose by nearly 20 percentage points, suggesting greater openness to civic debate and pluralism. **Notably, the proportion of students who identified democracy as the fairest form of government increased from 59% to 77%, reflecting strengthened confidence in democratic governance.**

Classroom Climate and Student Engagement

Both qualitative and quantitative findings indicate **positive changes in classroom dynamics following project implementation**. Teachers reported that students became more willing to express their opinions, listen to others, and engage in respectful dialogue. Students themselves provided examples of resolving disagreements during group work through compromise, active listening, and negotiation—skills they directly associated with project activities on conflict transformation, mediation, and perspective-taking.

Student survey data corroborate these observations. **Reports that students often or always pay attention to teachers increased from 46% to nearly 69%, while attention to questions asked by peers rose from 34% to almost 59%.** Perceptions of classroom discipline also improved: a higher proportion of students reported that classrooms were less noisy and better organized after the project. Importantly, **the share of students indicating that school rules are followed often or always increased from 43% to 65%, and perceptions of frequent fights or bullying declined**, with no students reporting such incidents as occurring "always" in the final survey.

Perceptions of Project Activities

Students' assessments of the project were largely positive. A strong majority agreed that the activities enabled greater participation, promoted respect in the classroom, and helped them reflect on their own experiences and social realities. While responses regarding increased motivation to attend school varied across schools, overall trends suggest that participatory and discussion-based approaches were more engaging for many students than traditional lessons.

Teachers' survey responses reinforce these findings. **All teachers agreed or strongly agreed that the project activities increased student motivation, encouraged broader participation, and supported a more respectful and inclusive classroom culture**. Modules addressing stereotypes, discrimination, and diversity were identified as particularly impactful, prompting students to reflect on personal assumptions and broaden their understanding of difference. **Teachers also emphasized that the human rights module helped students better understand both their rights and their responsibilities, strengthening empathy, fairness, and social responsibilit**y.

Perspectives of School Leadership and Teachers

School management representatives echoed the positive assessment of project outcomes. While describing their schools as generally supportive environments, **administrators emphasized that the project added value by introducing structured, interactive approaches that reinforced cooperation, respect, and student engagement.** All school leaders agreed that the project aligned with broader educational goals and values and confirmed that teachers were adequately prepared to deliver the content.

Teachers also highlighted professional benefits. Many **reported renewed motivation and increased use of interactive, student-centered methods beyond the project itself**. Some noted improved teacher–student relationships, characterized by greater trust and communication. Several emphasized the importance of such initiatives in the Bosnian context, where social divisions and intolerance continue to pose challenges.

Implementation Challenges and Overall Assessment

Despite strong results, **teachers consistently reported that the project timeframe was too short to fully implement all activities alongside existing curricular demands. Many recommended extending the project to a full school year or integrating it more formally into regular curricula**. Teachers working across multiple schools also noted logistical challenges related to scheduling. Nevertheless, enthusiasm for the project remained high, and many teachers continued using and adapting the materials beyond the formal implementation period.

Overall evaluations of the project were exceptionally strong. **Students awarded the project an average score of 8.4 out of 10,** with consistently high ratings across schools. **Teachers rated institutional support from CIM and AIPG at an average of 9.8 out of 10, and their overall evaluation of the project averaged 9.45.** School management provided similarly positive assessments and expressed strong interest in continuing or expanding the initiative.

Conclusion

The *Education for Democracy* project achieved meaningful and measurable results. It strengthened students' knowledge of democracy and human rights, fostered more inclusive and reflective attitudes, improved classroom interaction, and contributed to a more respectful and participatory school climate. Beyond individual learning outcomes, the project supported pedagogical innovation and reinforced democratic values within participating schools. The strong commitment expressed by students, teachers, and school leaders underscores the project's relevance and highlights its potential for wider implementation within the education system of Bosnia and Herzegovina.

1. Introduction

The *Education for Democracy* pilot project aims to support Elementary Schools in Bosnia and Herzegovina in cultivating democratic culture and transforming classroom practices into more engaging, reflective, and student-driven learning environments. Developed by the Auschwitz Institute for the Prevention of Genocide and Mass Atrocities (AIPG), in partnership with the Center for Peacebuilding (CIM), the project introduces a pedagogical model centered on dialogue, participation, and critical reflection. Its core components include training for educators, the implementation of activities using a methodological guide, and opportunities for students to engage in collaborative, creative, and democratic pedagogical approaches.

The pilot was carried out in six of the seven Elementary Schools in the municipality of Sanski Most (*5. oktobar, Fajtovci Hasan Kikić, Mahala, Prva Sanska, and Vrhpolje*), involving 26 educators and more than a thousand students—both directly through classroom implementation and indirectly through guided workshops and out-of-school events. Through this multi-layered approach, the project sought not only to enhance classroom dynamics but also to contribute to a broader culture of coexistence, understanding, and active citizenship.

This publication presents the findings of the project's external evaluation, which examined how the pilot was implemented in schools and its effects on teaching practices, student experiences, and overall school climate. A mixed-methods design was used to capture a nuanced picture of the project's impact. Quantitative data were collected through baseline and final surveys administered to students, assessing changes in their understanding of human rights, democratic values, communication skills, and attitudes toward diversity. Teachers, school managers, and pedagogues completed endline questionnaires that explored their impressions of the project's methodology, the clarity and usefulness of the pedagogical materials, perceived shifts in student behavior and classroom relationships, and their overall assessment of the project's relevance.

Qualitative insights were gathered through focus group discussions organized once the project had concluded with both educators and students. These conversations provided a deeper understanding of the challenges encountered, the aspects of the methodology that were most meaningful, and the key moments of transformation observed in classrooms.

Together, these data offer a comprehensive view of how the *Education for Democracy* project took shape in the schools of Sanski Most, how educators and students engaged with its approach, and what changes emerged over the course of the semester. While the initiative was implemented in a context shaped by historical divisions, the findings underscore the potential of schools as spaces where young people build empathy, strengthen critical thinking, and practice democratic values. They point to the promise of educational initiatives that empower teachers and students to imagine—and actively contribute to—a more inclusive and participatory future.

2. Quantitative Study

2.1 Teacher's Evaluation of the Project Activities and Materials

Of the 26 teachers participating in the project, 11 completed the final survey, i.e., the "Teacher Evaluation Form." The following table shows the number of teachers per school who carried out all the activities envisioned in the project.

Table 1 - Number of Surveyed Teachers per School

School	No. of teachers
5. oktobar	1
Vrhpolje	3
Mahala	3
Hasan Kikić	2
Fajtovci	1
Prva Sanska	3
Total	13

Two teachers did not complete the Teacher Evaluation Form. Since the survey was anonymous, it is not specified which schools the missing responses are from.

2.1.1 Demographic Questions

The demographic profile of the teaching staff shows a predominantly older workforce, with most teachers aged over 40 and only a small share under 30. All respondents identified as female and as belonging to the Islamic religion, with no missing responses. This indicates a highly homogeneous sample in terms of gender and religious affiliation, as well as a relatively mature teaching population. The following section presents the responses to each question.

Question 1.a. How Old Are You?

A review of the age structure of the teaching staff shows that most teachers were in the age category above 40 years. Only two teachers were in the age group below 30, representing approximately 18% of the total number of respondents.

Table 2 - Age Structure of Teachers

Age	No. of teachers
≤ 24	0
25 – 29	2
30 – 39	0
40 – 49	5
50 – 54	3
≥ 55	1
Total	11

Question 1.b. How Do You Identify Yourself?

All respondents indicated that they are female. Based on the survey responses, there were no male participants. There were no cases in which this question was left unanswered.

Question 1.c. What Is Your Religion?

All respondents stated that they belong to the Islamic religion. There were no cases in which this question was left unanswered.

2.1.2 Work Environment

The survey results show that the majority of respondents are experienced teachers working primarily in lower-grade classrooms, with most having over a decade of service in their current positions. They generally perceive strong support from school pedagogues and moderate support from principals, particularly regarding encouragement to innovate in teaching. Teachers describe their school environment as largely peaceful, with rare incidents of aggression or peer violence, and students who are often attentive and capable of engaging in productive dialogue. A wide range of teaching methods is commonly used, reflecting diverse pedagogical practices. However, teacher motivation varies considerably—while some feel consistently motivated, others, particularly those with longer tenure, report declining motivation over time. Overall, the school climate appears stable and supportive, though with room for improvement in leadership encouragement and teacher motivation. The following section presents the responses to each question.

Question 2.a. What Subject(s) Do You Teach in this School?

All respondents answered this question. The largest share of teachers indicated that they teach in the lower grades (Table 3).

Table 3 - Surveyed Teachers and Their Role in the School

Role / subjects taught in school	No. of teachers
Elementary School teacher	1
Lower-grade (classroom) teaching	4
School counselor / Pedagogue	1
Biology and Chemistry	1
History	1
Mathematics and Physics	1
Bosnian Language and Literature	1
English Language, Democracy, and Human Rights	1
Total	11

It should be emphasized that this project was implemented in classrooms by teachers from various subject backgrounds and school pedagogues.

Question 2.b. How Long Have You Been Working as a Teacher in this School?

A review of the responses to this question shows that most respondents have been in the same position for 10 or more years. Only three teachers (around 27% of the total) have been employed at the school where they implemented the project activities for between one and four years.

Table 4 - Number of Years Spent in the Same Position

Period (years)	No. of teachers
≤ 1	0
1 – 4	3
5 – 9	0
≥ 10	8
Total	**11**

Question 2.c. In Addition to your Activity as a Teacher at this School, Do You Carry Out another Activity that Contributes to your Personal Income?

A total of nine teachers (about 82% of the total) stated that they do not engage in any additional activity that contributes to their household budget. Two teachers indicated that they do perform extra work, but outside the field of education.

Question 2.d. Overall, How Often Do the Following Things Happen in your School

2.d.1	Never	Rarely	Sometimes	Often	Always
The school principal encourages me to do my job better	1	0	3	3	4

Most teachers (**about 63% of the total**) stated that the school principal encourages them often or always in carrying out their work. A total of three respondents said that the principal sometimes does so, while one respondent indicated that the principal never encourages her in her work. There were no instances of this question being left unanswered.

2.d.2	Never	Rarely	Sometimes	Often	Always
The school principal encourages innovative activities	1	0	6	1	3

Regarding the role of school principals in encouraging teachers to introduce innovations and new activities in their teaching, more than half of the respondents **(around 54%)** stated that principals do this occasionally. Only three respondents indicated that their principals always encourage staff to introduce innovations.

2.d.3	Never	Rarely	Sometimes	Often	Always
The pedagogical coordination is helpful and supportive	1	1	1	4	4

Most teachers (**about 72%**) believe that pedagogical coordination is often or always helpful and supports them. The responses "sometimes," "rarely," and "never" were each recorded once.

2.d.4	Never	Rarely	Sometimes	Often	Always
Teachers work together to promote students' learning	0	2	3	5	1

Based on the survey responses, it can be concluded that just over half of the teachers believe they often work together to promote learning. In contrast, the other half feel that this happens only "occasionally" or "rarely."

2.d.5	Never	Rarely	Sometimes	Often	Always
Verbal or physical aggression by students to teachers occurs	1	8	0	2	0

Around 82% of respondents believe that verbal or physical outbursts of aggression by students occur rarely (or rarely). However, two surveyed teachers stated that such aggressive incidents happen frequently.

2.d.6	Never	Rarely	Sometimes	Often	Always
Bullying among students	0	8	2	1	0

The majority of teachers (about 72%) believe that incidents of peer violence are rare. Two respondents indicated that peer violence occurs occasionally, while one respondent stated that it occurs frequently.

2.d.7	Never	Rarely	Sometimes	Often	Always
Students remain silent and pay attention to the teachers during the classroom.	0	1	3	7	0

Most respondents (7 in total) believe that students are calm and attentive during lessons. Three respondents think this happens occasionally, while one respondent stated that it happens rarely. Interestingly, none of the respondents selected the option "always."

2.d.8	Never	Rarely	Sometimes	Often	Always
Students engage in productive dialogue in the classroom among themselves.	0	0	3	8	0

When asked whether students engage in productive dialogue with one another in the classroom, most teachers (around 72%) stated that this happens often, while the remaining respondents believed it happens occasionally.

2.d.9	Never	Rarely	Sometimes	Often	Always
The classes portray a great variety of teaching methods, including reading, discussing, role playing, etc.	0	0	1	7	3

Almost all the surveyed teachers believe that a wide range of teaching methods is used often or always, ranging from reading and discussions to role-playing and similar activities.

2.d.10	Never	Rarely	Sometimes	Often	Always
I feel motivated to work in the school as a teacher	1	0	3	4	3

Only three teachers reported always feeling motivated to work at their school, while four stated they often feel motivated. Three teachers indicated that they sometimes feel motivated, and one teacher said that she never feels motivated to work at the school. When this response is cross-referenced with age and years of service, it can be concluded that older teachers with longer tenure tend to lose motivation over time.

2.1.3 Project-related Questions

3.a About the Project

Overall, teachers reported that the project activities consistently had a positive impact on classroom dynamics. They believe the activities improved student participation, encouraged reflection on students' personal experiences, promoted mutual respect, and increased students' motivation to actively participate in lessons. These findings indicate that the project significantly contributed to the creation of a more participatory and respectful learning environment. The following section presents responses to each question.

3.a.1. The Activities Provided Greater Participation of Students in the Classroom

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0	0	0	9	2

3.a.2. The Activities Contributed to Promoting Respect in the Classroom

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0	0	0	9	2

All participating teachers indicated that the project activities increased student participation in the classroom, with 80% agreeing and 20% strongly agreeing. Likewise, teachers reported that the project activities contributed to fostering respect, with 80% agreeing and 20% strongly agreeing.

When asked whether the project activities helped students reflect on their own reality, most teachers responded that the activities often supported students in this kind of reflection.

3.a.3	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The activities helped students reflect upon their reality	0	0	0	10	1

Like the previous questions, most teachers believe that the project activities increased students' motivation to be more active in the classroom. A review of responses to this set of questions about the implemented lessons indicates that teachers believe the project had a positive effect on students' active participation in activities and on the promotion of respect among students.

3.a.4	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The activities developed contributed to bolstering the students' motivation to take a more active role in the classroom	0	0	0	8	3

3.b. About the Project Material

Teachers expressed high satisfaction with the project materials, noting that the introductory texts, preparation guidelines, and estimated activity durations were clear and appropriate. Most teachers also engaged with the suggested further reading. Overall, they felt well-prepared to implement the activities and believed that these could be carried out within a standard class period. However, a few respondents remained neutral on this point.

3.b.1	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The supporting and introductory texts of each topic provided sufficient information to address the subject to be discussed.	0	0	0	3	8

The majority of teachers completely agreed that the introductory and accompanying texts provided sufficient information to address the respective topics.

3.b.2	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The material provided sufficient information to prepare you to achieve the objectives that the project proposes.	0	0	0	4	7

Similar to the previous question, the teachers responded that they completely agree that the materials were helpful in adequately preparing them to carry out the project activities.

3.b.3	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The estimated time for each activity in the booklet corresponded to reality	0	0	1	5	4

Based on the survey responses, the teachers agree or completely agree that the estimated time for each activity in the manual was adequate. One of the teachers did not answer this question.

3.b.4	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I read texts from the "reading suggestions for deepening" section	0	0	1	5	5

Almost all the teachers stated that they read the texts from the "suggested further reading" section.

3.b.5	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The project activities were manageable within the school's schedule.	0	0	3	5	3

When asked whether it was possible to carry out the project activities within a regular class period, five teachers "agreed" with the statement, and three "completely agreed." Three teachers expressed a neutral opinion.

Question 3.c. Would You Like to suggest any Topic, Additional Reading and/or Activity to Be Introduced to the Booklet?

When asked whether they would propose a topic, additional literature, or an activity to include in the manual, only four responses were provided. The answers are presented in their original form:
- "To include lower-grade students, a manual tailored to their age is needed, one that would incorporate stories and games."
- "I suggest that next time we include topics such as ethics and morality, in addition to democracy."
- "Healthy lifestyles."
- "Student debates on specific topics."

Question 3.d. From your Experience, Give a Grade to the Methodological Booklet from 0 to 10

A total of nine teachers responded to the question evaluating the methodological manual. Overall, the manual received very high ratings. Two teachers assigned it a score of 8, four rated it 9, and three awarded it the maximum score of 10. Based on these responses, **the manual achieved an average overall rating of 9.1.**

Grade	0	1	2	3	4	5	6	7	8	9	10
Number	0	0	0	0	0	0	0	0	2	4	3

3.e. Considering the Support Received

Overall, teachers expressed very high satisfaction with the support provided by CIM and AIPG. They overwhelmingly agreed that both organizations offered sufficient assistance, maintained positive and effective communication, and contributed constructively to the project's implementation. The consistently strong agreement across all questions in this section indicates a highly positive perception of the partnership and support received.

3.e.1	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
CIM and AIPG provided sufficient support to carry out the project	0	0	0	4	7

The majority of teachers believe that CIM and AIPG provided sufficient support for the project's implementation. As many as seven teachers (about 63%) completely agree with this statement.

3.e.2	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The communication with CIM and AIPG took place in a positive and effective way	0	0	0	3	8

When asked whether communication with CIM and AIPG was positive and effective, all teachers responded affirmatively, with as many as eight teachers (about 72%) completely agreeing with this statement.

3.e.3	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The work of CIM and AIPG's teams contributed to the development of the project	0	0	0	2	9

Similar to the previous two questions, all teachers responded affirmatively, and as many as nine (about 81% of the total) completely agreed with this statement.

Question 3.f. What Grade do You Give to the Work developed by CIM and AIPG throughout the Project Implementation?

The teachers gave the highest ratings for the work of CIM and AIPG. **The average score for this question is a high 9.8.** One response is missing for this item.

Grade	0	1	2	3	4	5	6	7	8	9	10
Number	0	0	0	0	0	0	0	0	0	1	9

3.g. Considering the Project Results

Teachers expressed uniformly positive views about the project's educational value, emphasizing that it effectively promoted learning about citizenship and democracy and addressed topics they consider essential for classroom discussion. They generally felt that the project's pace met their expectations and that the activities successfully encouraged greater student participation. Most teachers also agreed that the project improved relationships between students and teachers. Overall, the feedback reflects strong approval of both the project's content and its impact on classroom dynamics. The following section presents the responses to each question.

3.g.1	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The project contributed to promoting students' education in citizenship and democracy	0	0	0	6	5

All surveyed teachers responded positively to this question. A total of five teachers completely agreed that the project encouraged students' education on citizenship and democracy. The remaining six teachers agreed with this statement.

When asked whether the topics covered by the project are important for discussion with students in the classroom, seven teachers (about 63%) responded "I agree," while four teachers (about 37%) responded, "I completely agree."

3.g.2	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The topics addressed by the project are important to be discussed in the classroom with students	0	0	0	7	4

Regarding the pace proposed by the project, seven teachers agreed that it was in line with their expectations. Three teachers completely agreed with this statement, while one teacher remained neutral on this question.

3.g.3	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The dynamics proposed by the project occurred as I expected	0	0	1	7	3

When asked whether the proposed activities enabled greater student participation in the classroom, six teachers agreed with the statement, while four selected "I completely agree." As in the previous question, one teacher remained neutral.

3.g.4	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The proposed activities provided greater participation of students in the classroom	0	0	1	6	4

A total of seven teachers selected "I agree" when asked whether the project helped positively transform the relationship between students and teachers. Four teachers selected "I completely agree" in response to the same question.

3.g.5	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The project helped to positively transform the student-teacher relationship	0	0	0	7	4

Question 3.h. Please, list up to 3 of the Main Difficulties You Encountered in Developing the Project in the School

Question 3.h. was open-ended in nature. Two teachers did not provide an answer. The collected responses are presented below in their original form:
- "There were no difficulties" (two responses).
- "Lack of time during regular classes."
- "Lower-grade students cannot work with this manual. The activities take place outside regular class time and on a voluntary basis, which can sometimes be a problem. The children were sometimes uninterested in certain topics."
- "Implementation should begin at the very start of the school year, not in the second semester. More materials are needed (paper, supplies). I am a lower-grade teacher, and it was difficult for me to carry out the activities in subject classes."
- "Time constraints. Since I work in several schools, it was a bit difficult to coordinate everything."
- "Students are overwhelmed with regular classes. Commuting students cannot attend all activities. Teachers are also greatly overburdened."
- "There were generally no difficulties, except deciding who would publicly present the 'final' part of the presentation we prepared."
- "Lack of time, misunderstanding of certain topics, and lack of student interest."

Question 3.i. How Do You Think these Difficulties Could Have Been Avoided or Resolved?

This question was also open-ended; however, unlike the previous one, as many as six teachers did not provide an answer. The responses given by the remaining teachers are presented below:
- "Organizing activities outside regular class time."
- "Introduce these workshops as extracurricular sections and work with children who want to participate."
- "Provide more time, for example, an entire school year. Include different examples to help students better understand certain topics."
- "Include children in this type of workshop as much as possible."

- "Extend the implementation to the entire school year, which would allow more time for engaging students, introducing topics and concepts, and similar activities."

Question 3.j. Would You Like the Project to Continue in Your School?

When asked whether they would like the project to continue in their school, as many as 10 teachers (more than 90% of the total) responded "yes." One teacher remained neutral on this question.

Question 3.k. Do you Consider it Important that this Project should be Expanded to other Schools and Cantons in Bosnia and Herzegovina?

As in the previous question, ten teachers responded "yes" when asked whether they believe it is important for this project to be expanded to other schools and cantons in Bosnia and Herzegovina. One teacher did not provide an answer to this question.

Question 3.l. From your Experience, Give an Overall Grade to the Project from 0 to 10?

Seven teachers awarded the project the highest rating (10). Two teachers rated it 9, while two assigned a score of 8, resulting in **an average overall teacher rating of 9.45 for the project**.

Grade	0	1	2	3	4	5	6	7	8	9	10
Number	0	0	0	0	0	0	0	0	2	2	7

Question 3.m. To end, Briefly Let Us Know about your Overall Experience with the Project. What Was It like to Develop It? What Did You Like the Most and What Did You Like the Least?

The second-to-last question in the Teacher Evaluation Form was open-ended. A total of three teachers did not provide an answer, and the collected responses are presented below:
- "Working with the project facilitators was engaging and clear. The interaction was excellent, and the results we achieved were satisfactory. Thank you!"
- "For me personally, it is a pleasure to work with children in workshops where they develop social awareness, work on themselves, and contribute to the advancement of democracy."
- "It was interesting, and I enjoyed the pleasant gathering at the Peace Farm, both for the students and for the teachers."
- "The activities are interesting, students want to participate, they understand and are interested in this type of instruction. In any case, the activities were carried out as they should be and, in a manner, appropriate for a public educational institution."
- "Challenging, motivating, pleasant, productive, and active work—classroom activities, presentations, and workshops on the topics."
- "It was excellent working on this project. What was particularly good was the fact that some students opened up so much, even though they had never—or only rarely—spoken before. There was nothing I disliked. I liked all the workshops in the manual."
- "The students found it interesting. They were excited to work on the project and collaborated willingly."
- "The project is something new in our school, and it contributed to introducing students to the concept and subject of democracy. The manual is very useful for working during homeroom periods. A positive aspect of the project is also the interaction between students from different schools, as well as teachers, the collaborative work, and the exchange of ideas."

2.2 School Managers' Evaluations

Regarding the survey of school managers (including both school principals and pedagogues), a total of four questionnaires were completed, while two were not submitted.

2.2.1 Demographic Questions

Regarding basic demographic data (questions 1.a to 1.c.), two respondents stated that they belong to the 30–39 age group, one to the 40–49 age group, and the fourth to the 55+ age group. Similarly, two respondents identified as male, while the other two respondents identified as female. All respondents stated that they belong to the Islamic religion.

2.2.2 About your School

In response to Question 2.a ("How long have you been working as a school administrator?"), one respondent reported 1–4 years of experience, two reported 5–9 years, and one reported 10 or more years. For Question 2.b ("What is the size of your school? [number of enrolled students]"), two schools reported having fewer than 100 students, while the other two reported between 100 and 500 students.

Question 2.c. Overall, how often do the following things happen in your school

The surveyed school managers representatives generally describe a positive and supportive environment in their schools. Almost all of them report that innovative teaching activities are regularly encouraged, and all respondents confirm that teachers often collaborate to improve student learning. Incidents of aggression and peer violence are generally considered rare. According to the responses, students usually pay close attention during lessons, and a wide range of teaching methods is regularly applied. Most respondents report feeling motivated in their workplace, while one respondent reports feeling motivated only sometimes. The following section presents the responses to the survey questions.

c. Overall, how often do the following things happen in your school	Never	Rarely	Sometimes	Often	Always
Our school encourages innovative activities	0	0	0	1	3
Teachers work together to promote the learning of the students	0	0	0	4	0
Verbal or physical aggression by students to teachers occurs	1	2	1	0	0
Bullying among students	1	3	0	0	0

Students remain silent and pay attention to the teachers during the classroom	0	0	0	4	0
The classes portray a great variety of teaching methods, including reading, discussing, role playing, etc.	0	0	0	2	2
I feel motivated to work in the school	0	0	1	3	0

Almost all surveyed school managers indicated that their school always encourages innovative teaching activities. All respondents selected the answer that teachers "often" work together to promote student learning. When asked whether verbal or physical outbursts of aggression by students occur, one respondent stated that they never happen, and two reported that they occur rarely. One respondent said that they occur occasionally. Another respondent believes that peer violence never occurs at their school, while three stated that it is rare. All respondents indicated that students "often" remain quiet and pay close attention to teachers during class.

The surveyed administrators believe that a wide range of methods—ranging from reading and discussions to role-playing and similar activities—is used often (2 respondents) or always (2 respondents) in instruction. Three respondents stated that they often feel motivated to work at their school, while one respondent said that they sometimes feel motivated.

2.2.3 About the Project

Most respondents believe that the project aligns with universal values and the goals of the education system, although one respondent expressed his/her complete disagreement. All participants confirmed that teachers received adequate training to carry out the activities. Communication with the organizers was assessed as generally effective, with one respondent not responding. All respondents stated that the project activities can be implemented within the school schedule, and that the project contributed to improving a culture of respect and participation within their schools. The following section presents the responses to the survey questions.

a. About the lessons you delivered during the project	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The project is aligned with the universal values and goals of the education system, which are integrated into our educational work as part of the school's mission	1	0	0	2	1
Teachers received adequate training to	0	0	0	3	1

implement the project					
Communication with the project's organizers was effective	0	0	0	2	1
The project activities were manageable within the school's schedule	0	0	0	4	0
The project contributed to fostering a culture of respect and citizenship	0	0	0	4	0

Question 3.b. Were there any Logistical or Organizational Challenges Faced during the Implementation of the Project?

Two respondents stated that there were no logistical or organizational challenges during the project's implementation. One respondent selected the option indicating that challenges did occur and wrote the following explanation: "The problem was organizing the workshops with students due to regular classes and the fact that most students rely on scheduled transportation (most of them commute)." One respondent did not answer this question.

2.2.4 About the School Management Role

Question 4.a. How would You Describe your Role in Supporting the Teachers During the Project?

When asked, "How would you describe your role in supporting teachers during the project?", respondents selected multiple answers simultaneously. Three respondents stated that they provided logistical support (e.g., coordinating schedules, materials, and equipment), offered pedagogical guidance/support, and encouraged teacher participation. In addition to these roles, one respondent indicated involvement in monitoring and evaluating the project's progress.

Question 4.b. How often Did You Meet with Teachers to discuss the Project's Progress?

Three respondents stated that they met with and spoke to teachers about the project activities monthly, while one respondent reported doing so weekly.

2.2.5 About the Project Outcomes

School managers were also asked to assess the project's outcomes. Question 5.a explored their views on the project's impact across several areas. Regarding student behavior and engagement, three administrators reported a "significant impact," while one assessed the impact as "moderate." Responses regarding teacher collaboration and motivation mirrored this pattern. With respect to students' knowledge of democracy and civil society, two administrators identified a "significant impact," while the remaining two assessed the impact as "moderate."

5.a. In your opinion, how did the project impact the following areas in your school?	No Impact	Minimal Impact	Moderate Impact	Significant Impact	Transformational Impact
Student behavior and engagement	0	0	1	3	0
Teacher collaboration and motivation	0	0	1	3	0
The school's overall culture of democracy and citizenship	0	0	2	2	0

Question 5.b. Would You Recommend this Project to other Schools?

When asked, "Would you recommend this project to other schools?", all respondents answered "Yes."

Question 5.c. Do You Think the Project should Continue in your School?

Three respondents stated that the project should continue in their school, while one respondent indicated that they were unsure about this.

2.2.6 General Feedback

This set of questions is open-ended, and the original responses are presented in the following text.

Question 6.a. What Were the Main Strengths of the Project?

R1: Promoting quality education, providing support to schools in their efforts to eliminate prejudice and discriminatory approaches toward vulnerable groups, as well as preventing violence in schools through the development of a democratic school culture.
R2: Protection of human rights, freedom of expression, and non-discrimination.
R3: The fact that the project empowers students to understand their rights, motivates them to actively participate in social life, and encourages the development of critical thinking.

Question 6.b. What Were the Main Challenges or Weaknesses of the Project?

R2: To equip individuals to become active and responsible participants in society based on democratic values.
R3: The main challenges are the lack of time and the excessive workload of teachers.

Question 6.c. Do you have any Suggestions for improving the Project in the Future?

R3: To consider a longer time frame for implementing the project and to consider the regular obligations of the teaching staff.

Question 6.d. From your Experience, Give an Overall Grade to the Project from 0 to 10

Three respondents gave this project a score of 9, while one respondent rated it an 8. Based on the average score, **the project received an overall rating of 8.75 from the school managers**.

2.3 Students' Evaluation

To assess the project's impact on students' knowledge, values, and skills, the target group completed two questionnaires: one at the beginning of the semester and another at the conclusion of the project. This section first presents students' responses to the initial questionnaire, followed by their responses to the final questionnaire. A third subsection compares changes between the initial and final responses.

2.3.1 Students' Responses at the Initial Phase of the Project

Of the 117 participating students at the beginning of the semester, 81 completed the survey. The following table shows the number of surveyed students by school.

Table 5 - Number of Surveyed Students by School

Elementary School	No. of students
5. oktobar	17
Vrhpolje	15
Mahala	12
Hasan Kikić	16
Fajtovci	9
Prva Sanska	12
Total	81

2.3.1.1 Demographic Questions

At the beginning of the semester, students—like teachers and school principals—were asked to respond to basic demographic questions to provide an overview of the sample. Below is a brief analysis of their responses.

Question 1.a. How Old Are You?

The following table (Table 6) shows the age structure of students by school and in total. The largest group of surveyed students was 13-year-olds (39.5%), followed by 14-year-olds (30.8%). Students aged 12 or younger accounted for 25.7% of respondents, while only 4.9% were 15 or older.

Table 6 - Age Structure of Students by School

School	≤ 12	13	14	≥ 15
5. oktobar	0	5	10	2
Vrhpolje	0	10	5	0
Mahala	0	7	5	0
Hasan Kikić	16	0	0	0
Fajtovci	4	5	0	0
Prva Sanska	0	5	5	2
Total	20	32	25	4

Question 1.b. How Do You Identify Yourself?

Table 7 below shows the gender distribution of the surveyed students. Among the total number of surveyed students, female students dominate at 55.5%. All surveyed students identified as either

male or female, with no responses for "Other" or "Prefer not to say." In the schools, *5. oktobar*, *Vrhpolje*, *Fajtovci*, and *Prva Sanska*, most respondents were female. The school *Hasan Kikić* had an equal number of male and female respondents. Only in the school *Mahala* were there more male respondents.

Table 7 - Gender Structure of the Surveyed Students

School	Male	Female
5. oktobar	6	11
Vrhpolje	6	9
Mahala	7	5
Hasan Kikić	8	8
Fajtovci	4	5
Prva Sanska	5	7
Total	36	45

Question 1.d. What Is Your Religion?

Regarding religious affiliation, 76 students (93.8% of respondents) identified as Muslim. Only one respondent identified as Catholic, while three students answered, "I don't know."

Question 1.e. Up to What Grade Did your Mother, or the Woman Responsible in your Household, Study?

Table 8 presents the highest level of education attained by the students' mothers or guardians

Table 8 - Highest level of education of mother or guardian

	School						Total
	5. oktobar	Vrhpolje	Mahala	Hasan Kikić	Fajtovci	Prva Sanska	
She never studied	0	1	0	0	1	0	2
She completed Elementary School	1	1	1	0	1	4	8
She completed high school	11	10	5	6	3	4	39
She completed a technical or professional degree	0	1	1	2	0	1	5
She completed college	1	1	1	6	1	0	10
I don't know	3	1	3	2	2	3	14
I prefer not to answer	1	0	1	0	1	0	3

Most students reported that their mothers or guardians completed high school (48.1%), while 18.5% said their mothers or guardians have a college or university degree. The remaining 17.3% did not know the answer.

Question 1.f. What Do You Consider to Be your Most Outstanding Quality as a Person?

This was an open-ended question, and a total of 76 responses were collected. The answers were categorized using general terms.

Table 9 - Respondents' answers to the question:
" What Do You Consider to be your most Outstanding Quality as a Person?"

Answer	Frequency
Being a good friend	16
Honesty	11
Sociability	5
Kindness	7
Helping others	7
Integrity	3
Perseverance	4
Intelligence	4
Diligence	4
Selflessness	3
Patience	2
Resourcefulness	2
Precision	2

When it comes to the best qualities of respondents, tenderness, good-naturedness, energy, humility, tidiness, responsibility, fairness, self-confidence, willingness to listen to others, and similar traits were also mentioned.

Question 1.g. What Do You Consider your Biggest Flaw?

This question was also open-ended, with 75 respondents providing answers, and three respondents answering, "I don't know." The responses were categorized using general terms.

Table 10 - Respondents' Answers to the Question:
"What Do You Consider your Biggest Flaw?"

Answer	Frequency
Laziness	16
I get angry quickly	14
Impatience	12
Stubbornness	10
I'm rude	4
Sensitivity	3
Non-conformism	2

The respondents listed the following as flaws: lack of motivation, forgetfulness, jealousy, appearance, contrariness, unseriousness, lack of concentration, untidiness, I don't listen to others, too tolerant, I care about others' opinions, I am boring, I talk too much.

2.3.1.2 About your School

Question 2.a. How Often Do You Feel Motivated to Go to School?

The survey showed (see Table 11 below) that as many as 33.3% of students are rarely motivated to go to school, while 34.6% are sometimes motivated. Students who reported being often motivated to go to school account for 16% of the total respondents, whereas students who said they are always motivated to go to school are represented with only 6.2%.

Table 11- Students' Motivation for Going to School

	Never	Rarely	Sometimes	Often	Always
5. oktobar	3	3	5	6	0
Vrhpolje	1	6	8	0	0
Mahala	1	5	4	1	1
Hasan Kikić	3	3	5	4	1
Fajtovci	0	2	5	0	2
Prva Sanska	0	8	1	2	1
Total	8	27	28	13	5

2.c. My School is a Place Where...

For practical reasons, Question 2.c. was subdivided into seven parts and analyzed individually for each school, after which the results were aggregated. The results are presented below.

2.c.1. I Feel Respected and Valued by my Classmates

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	0	0	2	12	3
Vrhpolje	0	2	2	10	1
Mahala	0	0	5	3	4
Hasan Kikić	0	1	4	11	0
Fajtovci	0	0	1	7	1
Prva Sanska	0	0	4	6	2
Total	0	3	18	49	11

There were no responses of 'Strongly disagree' to this question at all.

2.c.2 I Feel Respected and Valued by my Teachers

While the majority of the students felt respected and valued by their teachers (28 agreed with this statement, and 19 strongly agreed), there were 29 students who answered that they "neither agreed or disagreed," while three disagreed with this statement and 2 strongly disagreed.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	0	1	5	8	3
Vrhpolje	0	0	9	5	1
Mahala	0	0	2	7	3
Hasan Kikić	2	1	2	5	6
Fajtovci	0	1	4	2	2
Prva Sanska	0	0	7	1	4
Total	2	3	29	28	19

2.c.3. I Go to School because I Am Obliged to

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	0	4	5	4	3
Vrhpolje	0	0	8	1	6
Mahala	0	5	2	1	3
Hasan Kikić	2	3	0	4	7
Fajtovci	2	3	2	1	1
Prva Sanska	1	1	1	5	4
Total	5	16	18	16	24

The great majority of the students, a total of 40, either agreed or strongly agreed with this statement. Only 16 disagreed, and five strongly disagreed. This question was left unanswered by two students.

2.c.4. I Often Feel Bored in School

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	1	2	4	9	1
Vrhpolje	0	6	1	4	4
Mahala	0	3	6	2	1
Hasan Kikić	2	0	7	1	6
Fajtovci	4	2	0	1	2
Prva Sanska	1	1	7	2	0
Total	8	14	25	19	14

Regarding the statement *"I often feel bored in school,"* the cumulative responses were somewhat concerning. A total of 33 students agreed or strongly agreed, and 25 students neither agreed nor disagreed. In contrast, 14 students disagreed with the statement and eight strongly disagreed. One respondent did not answer this question.

2.c.5. I Learn to Discuss with People who Think Differently from me

Students, however, largely felt that school is a place where they learn to discuss with people who think differently from them. In total, 40 students agreed or strongly agreed with this statement,

while 28 neither agreed nor disagreed. Meanwhile, seven students disagreed and five strongly disagreed with this statement.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	2	3	8	1	3
Vrhpolje	0	0	6	7	2
Mahala	1	1	5	3	1
Hasan Kikić	0	0	7	5	4
Fajtovci	1	2	1	4	1
Prva Sanska	1	1	1	7	2
Total	5	7	28	27	13

2.c.6. I Have Room to Participate and Make Decisions on Matters that Affect my Education

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	1	1	3	7	5
Vrhpolje	0	4	3	7	1
Mahala	0	0	4	7	1
Hasan Kikić	3	2	5	2	4
Fajtovci	0	0	1	5	3
Prva Sanska	0	2	4	3	3
Total	4	9	20	31	17

Students also overwhelmingly reported that they have space to participate in matters that affect them. Overall, 48 students agreed or strongly agreed with this statement, 20 neither agreed nor disagreed, 9 disagreed, and only four strongly disagreed.

2.c.7. I Have Room to Discuss and Think about my Reality

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	0	3	4	8	2
Vrhpolje	3	7	3	1	1
Mahala	0	2	4	2	4
Hasan Kikić	2	2	5	3	4
Fajtovci	0	0	1	5	3
Prva Sanska	0	3	3	3	3
Total	5	17	20	22	17

A slight variation on this trend emerged when students were asked about the extent to which they feel they have space to discuss their own realities at school. While 39 students agreed or strongly agreed with the statement, 20 neither agreed nor disagreed, 17 disagreed, and 5 strongly disagreed.

2.d. How often Do the Following Events Happen during Class Time?

Question 2.d was divided into six subsections and analyzed separately for each school. Questions 2.d.1 and 2.d.2 were each left unanswered by one student, Question 2.d.3 was not answered by two students, and Question 2.d.4 was left unanswered by five respondents.

2.d.1. The Classroom is Noisy and Disorganized

	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	2	11	2	1
Vrhpolje	0	0	10	4	1
Mahala	1	1	2	8	0
Hasan Kikić	0	0	0	6	10
Fajtovci	1	1	3	4	0
Prva Sanska	2	7	2	1	0
Total	4	11	28	25	12

2.d.2. Students Pay Attention to What Teachers Say

	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	0	6	7	4
Vrhpolje	0	4	7	4	0
Mahala	0	4	3	3	2
Hasan Kikić	3	7	4	2	0
Fajtovci	0	2	0	2	4
Prva Sanska	0	1	2	7	2
Total	3	18	22	25	12

2.d.3. Students Pay Attention to the Questions Raised by other Students

	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	3	6	5	3
Vrhpolje	0	8	4	2	0
Mahala	0	2	7	2	1
Hasan Kikić	2	4	6	1	3
Fajtovci	0	5	0	4	0
Prva Sanska	0	2	3	5	2
Total	2	24	26	19	8

2.d.4. Students Engage in Productive Discussions among Themselves

	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	4	5	4	3
Vrhpolje	1	3	3	6	1
Mahala	0	2	7	1	1
Hasan Kikić	0	0	0	7	9

Fajtovci	1	0	3	2	1
Prva Sanska	0	0	6	6	0
Total	2	9	24	26	15

2.d.5. Students Respect the School Norms

	Never	Rarely	Sometimes	Often	Always
5. oktobar	1	1	4	7	4
Vrhpolje	0	1	5	9	0
Mahala	1	5	1	1	4
Hasan Kikić	8	5	3	0	0
Fajtovci	0	0	5	2	2
Prva Sanska	0	3	3	2	4
Total	10	15	21	21	14

2.d.5. Fights among Students and/or Bullying Episodes are Common

	Never	Rarely	Sometimes	Often	Always
5. oktobar	12	4	1	0	0
Vrhpolje	1	1	8	4	1
Mahala	5	2	3	2	0
Hasan Kikić	4	5	3	4	0
Fajtovci	6	2	1	0	0
Prva Sanska	10	2	0	0	0
Total	38	16	16	10	1

2.3.1.3 Importance of Education

A subsequent block of questions sought to explore the importance students attribute to their education, as well as their intentions for the future upon completing school. This section comprises three questions, which are analyzed in detail below to better understand how students perceive the value and relevance of their educational experience and their aspirations beyond formal schooling.

3.a. Do You Consider Education to Be Important for your Future?

	Very unimportant	Unimportant	Neutral	Important	Very important
5. oktobar	2	1	2	6	6
Vrhpolje	0	0	0	10	5
Mahala	0	0	0	3	9
Hasan Kikić	0	0	0	2	14
Fajtovci	1	0	1	3	4
Prva Sanska	0	0	2	3	6
Total	3	1	5	27	44

One respondent did not answer this question.

3.b. When you Finish Elementary School, You Intend to.

Most students indicated an intention to continue studying after Elementary School, with 53 respondents (67.9%) planning to pursue further education. Twelve students (15.4%) reported that they intend to both study and work. Four students (5.1%) indicated that they plan to work, while nine students (11.5%) reported that they were not yet sure what they would do after completing Elementary School.

	I will continue studying	I will work	I will study and work	I don't know yet
5. oktobar	13	1	0	2
Vrhpolje	11	2	1	1
Mahala	8	1	3	0
Hasan Kikić	12	0	2	2
Fajtovci	5	0	1	2
Prva Sanska	4	0	5	2
Total	53	4	12	9

3.c. If You Intend to Continue Studying, What Would you Like to Study after Elementary School?

This was an open-ended question. The analysis focused on students' responses regarding the type of school they wish to attend after completing their primary education. One respondent did not complete the survey.

Answer	Frequency	Percentage
Agricultural School	2	2%
Auto Mechanic	5	6%
Business School	7	9%
Chemistry School	1	1%
Commercial School	2	2%
Computer Numerical Control (CNC) Operator / Programmer	13	16%
Cook / Chef	1	1%
Electrical Engineering School	4	5%
Gymnasium (Academic High School)	2	2%
Hairdressing School	7	9%
Law School	1	1%
Medical School	14	17%
Madrasa (Islamic Secondary School)	5	6%
Plumber	1	1%
Police Academy	5	6%
Traffic School	1	1%
I don't know / I'm not sure	11	13%
Total	82	100%

The largest number of respondents want to enroll in Medical School (17.7%) or train to become CNC Operators/Programmers (16.4%). Students who still have not decided what to enroll in make up 13.9% of the total number of respondents. Interestingly, a significant number of respondents would choose to enroll in Economics School, Hairdressing School, or Police Academy. Interest in Electrical Engineering, Agricultural Studies, Gymnasium, and Buisness School is noticeably lower.

2.3.1.4 About the Project

In the initial questionnaires, students were also asked about their knowledge and attitudes regarding the topics to be explored during the semester as part of the project. The purpose of this section was to provide a baseline for measuring changes in students' knowledge and attitudes once the project concluded. For this group of questions, responses were analyzed across all schools. All but one student responded to this block of questions.

4.a. Knowledge of Human Rights

	Yes	No	Total
4.a.1. I know what Human Rights are	73	7	80
4.a.2. I know when and why Human Rights were created	56	24	80
4.a.3. I believe that Human Rights are important	79	1	80
4.a.4. Do you know what the Universal Declaration of Human Rights is?	28	52	80

4.b. Knowledge and Attitudes about Democracy

	Yes	No	Total
4.b.1. I know what democracy means	51	29	80
4.b.2. I have knowledge about how democracy works in Bosnia and Herzegovina	31	49	80
4.b.3. I believe that democracy is the fairest form of government for a country like Bosnia and Herzegovina	47	33	80
4.b.4. I very much enjoy participating in my community	76	4	80

4.c. Among the Alternatives below, Select Those that Are Characteristic of a Democracy

Statement	Number of respondents who agree with the statement
Free elections	63
In a democracy, only the majority rules	17
Minority rights should be respected	35
Only people who can read and write can vote	15
The existence of NGOs, unions, and associations	13
The president can arrest people who disagree with him	4

4.d. Which Sentences below Do You Agree with, and which Ones Do You Disagree with?

	Agree	Disagree
4.d.1. Men and women should have the same rights and be treated equally	66	12
4.d.2. Migrants should not have the right to work	14	64
4.d.3. The only people who have power in a democracy are the politicians	25	53
4.d.4. Human Rights are basic rights that everyone should have	74	4
4.d.5. People who commit crimes should not have rights	53	25
4.d.6. Politics and religion are not discussed	61	17

2.3.3 Students' Responses at the Final Phase of the Project and Comparative Analysis

The final survey (Evaluation Form 2) was completed by 65 of the original 81 students. This variation is primarily due to student absences on the day the final questionnaires were administered. It should be noted that the number of absent students—16 in total—is relatively high and affects the overall comparative potential of the analysis. Nevertheless, the remaining sample is sufficient to draw meaningful conclusions. It is also worth noting that in two schools, *Fajtovci* and *Prva Sanska*, more students were present on the final survey day than at the beginning of the semester.

The following table shows the number of surveyed students per school in both moments.

Table 12 - Number of Surveyed Students per School

Elementary School	Survey 1 No. of students at the beginning of the project	Survey 2 No. of students after the project implementation	Variation
5. oktobar	17	8	9
Vrhpolje	15	11	4
Mahala	12	10	2
Hasan Kikić	16	12	4
Fajtovci	9	10	-1
Prva Sanska	12	14	-2
Total	81	65	16

2.3.3.1 Demographic Questions

Question 1.a. How Old Are You?

The following table shows the age structure of students within surveys 1 and 2 in total.

Table 13 - Age Structure of Students in Total

Survey		Age structure			
		≤ 12	13	14	≥ 15
Survey 1	Total	20	32	25	4
	Share (%)	30.8	49.2	38.5	6.2
Survey 2	Total	15	28	21	1
	Share (%)	23.1	43.1	32.3	1.5

In the first survey, the largest proportion of students were 13 years old (49.2%), followed by students aged 14 (38.5%). Students aged 12 or younger accounted for 30.8% of respondents, while those aged 15 or older represented 6.2%. In the second survey, 13-year-old students again formed the largest group (43.1%), with 14-year-olds comprising 32.3% of respondents. Students aged 12 or younger accounted for 23.1% of participants, while those aged 15 or older represented only 1.5%. Overall, while the proportions of 13- and 14-year-old students remained relatively consistent across both surveys, the second survey included fewer students aged 12 or younger and more students aged 15 or older.

Question 1.b. What Is your Gender?

Across both the first and second surveys, **female students constituted the majority of respondents**. In the first survey, female students represented 56% of the sample, while male students accounted for 44%. In the second survey, female students comprised 57% of respondents and male students 43%, indicating only a minimal variation between the two survey rounds.

At both the beginning and the end of the project, all surveyed students identified as either male or female; no respondents selected "Other" or "Prefer not to answer." At the school level, female respondents outnumbered male respondents in the schools *5. oktobar, Vrhpolje, Fajtovci,* and *Prva Sanska.* In *Hasan Kikić* school, the number of male and female respondents was equal, while **Mahala was the only school in which male respondents were in the majority**. The table below presents the gender distribution of the surveyed students.

Table 14 - Gender Structure of the Surveyed Students

	Survey 1		Survey 2	
School	**Males**	**Females**	**Males**	**Females**
5. oktobar	6	11	3	5
Vrhpolje	6	9	5	6
Mahala	7	5	7	3
Hasan Kikić	8	8	6	6
Fajtovci	4	5	4	6
Prva Sanska	5	7	3	11
Total	36	45	28	37
Share (%)	44	56	43	57

Question 1.d. Which Religion Do You Belong to?

In the first survey, regarding religious affiliation, 76 students, or 93.8% of respondents, stated that they belong to the Islamic religion. Only one respondent identified as Catholic, and three students wrote the answer "I don't know." In the second survey, 58 students, or 89.2% of respondents, stated that they belong to the Islamic religion. One student selected both "Islamic" and "Orthodox" religion, while one student stated that they have no religion. Two students selected the answer "I prefer not to state," and in two questionnaires, this question was left unanswered. Overall, the comparison of the two surveys indicates that **the vast majority of respondents identify as Muslims**.

Question 1.e. When I Finish Elementary School, I Intend to:

In response to the question, *"When I finish Elementary School, I intend to…",* in the second survey the majority of students (64.6%) indicated that they plan to continue their education exclusively. Approximately one-fifth of respondents (21.5%) reported an intention to both study and work, while 6.1% stated that they plan to seek employment after completing Elementary School. A total of five students (7.7%) responded that they were still unsure about their plans.

The results of the second survey indicate a slight increase in students' interest in working after school. Compared to the first survey, 1.1% more students reported that they would enter the workforce after elementary school rather than continue their education. At the same time, **the proportion of students who stated that they would either continue their education or combine**

studying with work increased from 83.3% to 86.1%, representing an increase of 2.8%. Notably, the number of undecided students declined in the second survey.

Table 15 - Students' Intentions After Finishing Elementary School

Survey	School	Continue my education	Get a job	Study and work	I still don't know
Survey 1	5. tobar	13	1	0	2
	Vrhpolje	11	2	1	1
	Mahala	8	1	3	0
	Hasan Kikić	12	0	2	2
	Fajtovci	5	0	1	2
	Prva Sanska	4	0	5	2
	Total	53	4	12	9
	Share (%)	67.9	5.1	15.4	11.5
Survey 2	5. oktobar	7	0	1	0
	Vrhpolje	8	0	2	1
	Mahala	6	1	2	1
	Hasan Kikić	5	2	4	1
	Fajtovci	4	1	3	2
	Prva Sanska	12	0	2	0
	Total	42	4	14	5
	Share (%)	64.6	6.2	21.5	7.7

Question 1.f. If You Intend to Continue your Education, Which School do You Plan to Enroll in?

This question was open-ended, and responses were systematized according to students' general preferences. In some cases, students provided more than one intended school. Regarding intended educational pathways, the second survey shows that 13% of students expressed interest in enrolling in a business school, while interest in gymnasium and medical schools each accounted for 15% of responses. Only one student indicated interest in each of the following fields: agriculture, construction, electrical engineering, traffic, and veterinary studies. A total of 16 students did not specify a preferred school.

A comparison of responses across the two surveys indicates that **students' preferences regarding the types of high schools they plan to enroll in have remained largely stable over time**, with no significant differences observed. Overall, approximately **one-third of students expressed an interest in economics-related studies**, and strong interest in business and medical schools was evident in both survey rounds. **In the second survey, a modest increase in interest in gymnasium programs was observed, alongside a notable decrease in the number of undecided students**.

Analysis of students' narrative responses suggests that financial considerations—particularly employment prospects after completing secondary education—are the primary factors influencing school choice. Some students reported choosing a school because friends or relatives planned to attend the same institution, while a smaller number indicated that their decision was driven by personal interest in a specific profession. All narrative responses are presented in full in the appendix to this report for reference

Table 16 – Respondents' Answers to the Question
"If You Intend to Continue your Education, which School Do you Plan to Enroll in and Why?"

Survey 1			Survey 2		
Answer	**Frequency**	**Percentage**	**Answer**	**Frequency**	**Percentage**
Agricultural School	2	2%	**Agricultural School**	1	1%
Auto Mechanic	5	6%	**Auto Mechanic**	6	9%
Business School	7	9%	**Business School**	9	13%
Chemistry School	1	1%	**Chemistry School**	0	-
Computer Numerical Control (CNC) Operator / Programmer	13	16%	**Computer Numerical Control (CNC) Operator / Programmer**	7	10%
Commercial School	2	2%	**Construction School**	1	1%
Electrical Engineering School	4	5%	**Electrical Engineering School**	1	1%
Gymnasium (Academic High School)	2	2%	**Gymnasium (Academic High School)**	10	15%
Hairdressing School	7	9%	**Hairdressing School**	8	12%
Law School	1	1%	**Law School**	1	1%
Medical School	14	17%	**Medical School**	10	15%
Madrasa (Islamic Secondary School)	5	6%	**Madrasa (Islamic Secondary School)**	6	9%
Plumber	1	1%	**Plumber**	1	1%
Traffic School	1	1%	**Traffic School**	1	1%
Cook / Chef	1	1%	**Cook / Chef**	0	-
Police Academy	5	6%	**Police Academy**	0	-
Locksmith	0	-	**Locksmith**	1	1%
Technical school	0	-	**Technical school**	2	3%
Veterinary school	0	-	**Veterinary school**	1	1%
I don't know / I'm not sure	11	13%	**I don't know / I'm not sure**	1	1%
Total	**82**	**100%**	**Total**	**67**	**100%**

2.3.3.2 About your School

Question 2.a. How Often Did Teachers Suggest Doing the Following?

For easier review, each sub-question in question 2.a. is presented separately, and the survey results are shown by school.

Question 2.a.1 Joint reading and analysis of a text					
School	**Never**	**Rarely**	**Sometimes**	**Often**	**Always**
5. oktobar	0	0	2	5	1
Vrhpolje	0	0	3	8	0
Mahala	0	0	2	6	2
Hasan Kikić	0	0	6	4	2
Fajtovci	0	1	5	2	2
Prva Sanska	0	3	0	8	3
Total	**0**	**4**	**18**	**33**	**10**

Question 2.a.2 Conducting individual activities					
	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	0	5	2	1
Vrhpolje	0	2	9	0	0
Mahala	0	2	6	1	0
Hasan Kikić	1	1	5	4	1
Fajtovci	0	2	3	4	0
Prva Sanska	1	0	4	5	4
Total	2	7	32	16	6

In the Elementary Schools *Fajtovci* and *Mahala*, one response was missing for this question.

Question 2.a.3 Copying from the board					
	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	0	3	0	5
Vrhpolje	1	7	3	0	0
Mahala	0	0	0	2	8
Hasan Kikić	1	0	0	2	9
Fajtovci	0	1	0	3	6
Prva Sanska	0	1	2	1	9
Total	2	9	8	8	37

In the Elementary School *Prva Sanska*, one response was missing for this question.

Question 2.a.4 Discussion about music and movies					
	Never	Rarely	Sometimes	Often	Always
5. oktobar	1	6	1	0	0
Vrhpolje	10	1	0	0	0
Mahala	0	4	5	1	0
Hasan Kikić	1	4	4	3	0
Fajtovci	2	4	2	2	0
Prva Sanska	0	9	4	0	0
Total	14	28	16	6	0

In the Elementary School *Prva Sanska*, one response was missing for this question.

Question 2.a.5 Discussion in larger or smaller groups					
	Never	Rarely	Sometimes	Often	Always
5. oktobar	0	1	7	0	0
Vrhpolje	0	0	0	3	8
Mahala	0	2	6	2	0
Hasan Kikić	0	2	8	1	1
Fajtovci	0	5	2	3	0
Prva Sanska	0	0	7	6	0
Total	0	10	30	15	9

In the Elementary School *Prva Sanska*, one response was missing for this question.

Question 2.a.6 Research activities					
	Never	**Rarely**	**Sometimes**	**Often**	**Always**
5. oktobar	1	1	5	1	0
Vrhpolje	9	1	0	0	0
Mahala	0	4	3	3	0
Hasan Kikić	1	4	1	4	2
Fajtovci	0	2	2	6	0
Prva Sanska	0	2	7	2	3
Total	**11**	**14**	**18**	**16**	**5**

In the Elementary School *Vrhpolje*, one response was missing for this question.

Table 17 - Frequency of Responses to the Question "How often Did Teachers Suggest Doing the Following?"

Statement	Never	Rarely	Sometimes	Often	Always
2.a.1 Joint reading and analysis of a text	0	4	18	33	10
2.a.2 Conducting individual activities	2	7	32	16	6
2.a.3 Copying from the board	2	9	8	8	37
2.a.4 Discussion about music and movies	14	28	16	6	0
2.a.5 Discussions in larger or smaller groups	0	10	30	15	9
2.a.6 Research activities	11	14	18	16	5
Total	**29**	**72**	**122**	**94**	**67**
Share (%)	**7,6**	**18,8**	**31,8**	**24,5**	**17,4**

2.b. Which of the Following Statements Do You Agree with, and Which Do You Disagree with?

In the second survey, students were again asked whether they agreed or disagreed with a series of statements related to topics addressed throughout the semester. For questions 2.b.3, 2.b.4, and 2.b.5, one response was missing for each question, while five responses were missing for question 2.b.6. Results of their answers are reflected in the table below.

Statement	Agree	Disagree
2.b.1. Men and women should have the same rights and be treated equally	56	9
2.b.2. Migrants should not have the right to work	11	54
2.b.3. Politicians are the only ones who have power in a democracy	10	54
2.b.4. Human rights are basic rights that every human being should have	62	2
2.b.5. People who commit crimes should not have rights	33	31
2.b.6. Politics and religion should not be discussed	35	25

A comparison of responses from the first and second surveys, conducted after project implementation, **does not reveal fully consistent patterns across all questions**. However, **modest increases in students' understanding were observed in several areas. Agreement with the statement on equal rights for men and women increased slightly (by 1.6%)** in the second survey. Similarly, **understanding that human rights are basic rights increased by 2%, and agreement with migrants' right to work rose by 1%.**

More substantial increases were recorded in relation to democratic governance and justice-related topics. **Understanding of political power in a democracy increased by 16.5%,** while agreement concerning the rights of people who commit crimes rose by 16.3%. **The largest increase in student understanding between the two surveys was observed for the statement "Politics and religion should not be discussed," where responses differed by 19.9%**.

Statement	Survey 1		Survey 2	
	Agree (%)	Disagree (%)	Agree (%)	Disagree (%)
4.d.1. Men and women should have the same rights and be treated equally	84.6	15.4	86.2	13.8
4.d.2. Migrants should not have the right to work	17.9	82.1	16.9	83.1
4.d.3. Politicians are the only ones who have power in a democracy	32.1	67.9	15.6	84.4
4.d.4. Human rights are basic rights that every human being should have	94.9	5.1	96.9	3.1
4.d.5. People who commit crimes should not have rights	67.9	32.1	51.6	48.4
4.d.6. Politics and religion should not be discussed	78.2	21.8	58.3	41.7

2.c. Choose the Answers that Are Characteristic of Democracy

To compare students' acquired knowledge about democracy, the second survey again asked students to identify which characteristics apply to a democratic system from a closed, multiple-choice menu. The responses are summarized in the table below.
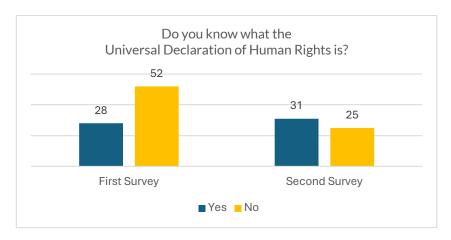
Characteristics	No. of respondents who marked this option
Free elections	57
In a democracy, only the majority rules	7
The rights of minorities should be respected	29
Only literate people can vote	9
The existence of NGOs, trade unions, and associations	19
The president can arrest people who disagree with him	2

Compared to the first survey, students' responses in the second survey indicate **an improved understanding of the key characteristics of democracy.** The most notable increases were observed in recognition of the role of NGOs (13.2%), governance in a democracy (10.2%), and free elections (9.9%).

Characteristics	Survey 1	Survey 2
	Share of respondents who marked this option (%)	
Free elections	77.8	87.7
In a democracy, only the majority rules	21.0	10.8
The rights of minorities should be respected	43.2	44.6
Only literate people can vote	18.5	13.8
The existence of NGOs, trade unions, and associations	16.0	29.2
The president can arrest people who disagree with him	4.9	3.1

2.d. Do You Know What the Universal Declaration of Human Rights Is?

In the first survey, students were asked several questions about their knowledge of human rights, including whether they were familiar with the Universal Declaration of Human Rights. In that survey, 28 out of 80 students reported knowing what the Declaration was, while 52 out of 80 stated that they did not. In the second survey, 31 out of 56 students who responded to the question indicated that they knew what the Universal Declaration of Human Rights was, while 25 out of 56 reported that they did not.[1]

Overall, the results indicate an **increase in the proportion of students who are familiar with the Universal Declaration of Human Rights in the second survey from 35% to 55%.** This suggests an improvement in students' awareness of key human rights instruments following the project implementation, although a significant number of students remain unfamiliar with the Declaration.

2.e. What are Human Rights in your Opinion? Feel Free to Describe what They Are in your own Words

This question was narrative in nature, and the answers were systematized according to general terms related to Human Rights. In some cases, students included multiple terms in a single response. The purpose of this question was to capture the knowledge and understanding of Human Rights and how they articulate these concepts in their own words.

Term	Frequency
Right to childhood	2
Right to dignity	1
Right to vote	7
Right to express gender identity	5
Right to equality	3
Right to language	1
Right to culture	1
Right to peace	1
Right to opinion	7
Right to food	1
Right to work	1
Right to express racial identity	6

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[1] For the Elementary School *5. October*, one response was missing for this question, while for the Elementary Schools, *Mahala*, *Hasan Kikić*, *Fajtovci*, and *Prva Sanska*, two responses were missing each.

Right to security	1
Right to education	5
Right to freedom	7
Right to religion	8
Right to life	7

Students most frequently answered that Human Rights include the rights to religion, life, freedom, opinion, and voting. They also often responded that everyone should have the same rights regardless of gender, race, or other affiliations. Answers such as the right to dignity, language, culture, peace, work, security, and similar were recorded only once. Two students responded "I don't know," and eight respondents did not provide an answer to this question.

2.f. Do You Think that Human Rights Are Important?

School	Yes	No
5. oktobar	8	0
Vrhpolje	11	0
Mahala	10	0
Hasan Kikić	11	1
Fajtovci	10	0
Prva Sanska	8	0
Total	**58**	**1**

A total of six students did not respond to this question. Among those who did respond, an overwhelming majority—58 students (98%)—believed that human rights are important, while only one student (2%) disagreed with the statement.

2.g. Do You Think that Democracy the Fairest Form of Government?

	Yes	No	Total
First Survey	47	33	80
Second Survey	47	14	61

Four students did not respond to this question. Among those who responded, **a significant majority—47 students (77%)—believed that democracy is the fairest form of government**, while 14 students (23%) disagreed. **This shift**—compared to the first survey, in which 59% of students believed that democracy is the fairest form of government, while 41% disagreed with the statement— **suggests a strengthened appreciation of democratic values among students following the project implementation**. The increase may reflect improved understanding of democratic principles and greater confidence in democracy as a fair system of governance, although the continued presence of dissenting views indicates the importance of ongoing discussion and education on this topic.

2.h. Do You Know how the Democratic System of Bosnia and Herzegovina Works?

In the first survey, students were asked several questions about their knowledge and attitudes towards democracy, including whether they knew how the country's democratic system works. In that survey, 31 out of 77 students reported knowing how the Bosnian democracy worked, while 49

stated that they did not. In the second survey, 30 out of 63 students who responded to the question indicated that they knew how the Bosnian democracy worked, while 33 reported that they did not.[2] The table below summarizes their responses

	Yes	No
First Survey	31	46
Second Survey	30	33

While students' knowledge about how the Bosnian democratic system works remains low (there was only two activities in the booklet about this topic), there was an increase of 8 percentual points from 40% to 48% of students that reported knowing how the Bosnian democratic system works.

2.3.3.3 About the Project

As part of the evaluation, students—as their teachers, and the school managers—were asked to assess their overall experience participating in the project. The table below presents the ratings they assigned to the initiative, organized by school and respondent group.

3.a. Based on your Experience, Rate the Project with a Score from 0 to 10.

Rate	School						Total
	5. oktobar	Vrhpolje	Mahala	Hasan Kikić	Fajtovci	Prva Sanska	
0	0	0	0	0	0	0	0
1	0	0	0	1	0	0	1
2	0	0	0	0	0	0	0
3	0	1	0	0	0	0	1
4	0	0	0	0	0	1	1
5	0	1	0	0	0	1	2
6	1	0	0	0	0	0	1
7	2	0	0	1	0	0	3
8	1	1	2	2	5	1	12
9	0	0	3	1	1	0	5
10	1	8	5	3	1	6	24
Average rate	**7.6**	**8.7**	**9.3**	**7.8**	**8.4**	**8.5**	**8.4**

The lowest average grade for the project was 7.6, given by students at *5. Oktobar* Elementary School, while students at *Mahala* Elementary School awarded the highest average grade of 9.3. **The overall average score across all schools**, based on student responses, **was 8.4**.

Regarding missing responses, five students at *Prva Sanska* Elementary School did not answer this question. At *Hasan Kikić* Elementary School, four students omitted a response, while three students each at *5. Oktobar* and *Fajtovci* Elementary Schools did not provide an answer.

3.b. About the Lessons you Attended during the Project

For easier review, each sub-question in question 3.b. is presented separately, and the survey results are shown by school.

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[2] A total of two students did not respond to this question.

3.b.1 The implemented Project Activities Enabled Greater Student Participation in Classes

School	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	0	0	3	5	0
Vrhpolje	0	0	4	7	0
Mahala	1	0	2	5	2
Hasan Kikić	1	1	5	4	0
Fajtovci	1	0	3	4	2
Prva Sanska	1	2	3	5	3
Total	4	3	20	30	7

In the Elementary School, *Hasan Kikić,* one student did not respond to this question.

3.b.2 The Project Activities Contributed to Promoting Respect in the Classroom

School	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	1	1	2	3	1
Vrhpolje	0	2	3	6	0
Mahala	0	0	3	6	1
Hasan Kikić	2	2	2	2	3
Fajtovci	1	0	0	6	3
Prva Sanska	2	1	3	4	4
Total	6	6	13	27	12

In the Elementary School *Hasan Kikić,* one student did not respond to this question.

3.b.3 Participation in the Project Increased my Motivation to Go to School

School	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	1	1	3	3	0
Vrhpolje	7	3	1	0	0
Mahala	1	0	3	4	2
Hasan Kikić	1	3	1	3	3
Fajtovci	2	0	4	4	0
Prva Sanska	3	2	0	3	6
Total	15	9	12	17	11

In the Elementary School *Hasan Kikić,* one student did not respond to this question.

3.b.4 The Project Activities Helped me Reflect on my own Reality

School	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
5. oktobar	1	1	3	3	0
Vrhpolje	0	2	0	6	3
Mahala	0	0	2	4	4
Hasan Kikić	0	1	2	5	3
Fajtovci	1	0	1	4	4
Prva Sanska	2	0	1	5	6
Total	**4**	**4**	**9**	**27**	**20**

In the Elementary School *Hasan Kikić*, one student did not respond to this question.

Table 18 - Frequency of responses to the question "About the lessons you attended during the project"

School	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
3.b.1 The implemented project activities enabled greater student participation in classes	4	3	20	30	7
3.b.2 The project activities contributed to promoting respect in the classroom	6	6	13	27	12
3.b.3 Participation in the project increased my motivation to go to school	15	9	12	17	11
3.b.4 The project activities helped me reflect on my own reality	4	4	9	27	20
Total	29	22	54	101	50
Share (%)	11.3	8.6	21.1	39.5	19.5

3.c. How Often Do the Following Events Occur During Class?

For easier review, each sub-question in question 3.c. is presented separately, and the survey results are shown by school. [3]

3.c.1 The Classroom is Noisy and Lacks Discipline

	School	Never	Rarely	Sometimes	Often	Always
Survey 1	5. oktobar	0	2	11	2	1
	Vrhpolje	0	0	10	4	1

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[3] In the Elementary School *Hasan Kikić*, one student did not respond to questions 3c2 and 3c2, while In the Elementary Schools *Hasan Kikić* and *Prva Sanska*, one student each did not to question 3c3. In the Elementary Schools *Vrhpolje* and *Hasan Kikić*, one student each did not respond to this question, while in the Elementary School *Prva Sanska*, a total of three responses were missing in 3c4 and in 3c5, In the Elementary Schools *5. oktobar* and *Hasan Kikić*, one student did not respond to this question.

	School					
	Mahala	1	1	2	8	0
	Hasan Kikić	0	0	0	6	10
	Fajtovci	1	1	3	4	0
	Prva Sanska	2	7	2	1	0
	Total	4	11	28	25	12
	Share (%)	5	13.8	35.0	31.3	15
Survey 2	5. oktobar	0	1	4	3	0
	Vrhpolje	0	1	1	4	5
	Mahala	1	5	2	2	0
	Hasan Kikić	2	1	3	2	3
	Fajtovci	2	4	2	2	0
	Prva Sanska	6	5	3	0	0
	Total	11	17	15	13	8
	Share (%)	17.2	26.6	23.4	20.3	12.5

After the project implementation, it was possible to observe some changes in the students' responses to this question. In the Second Survey, **more students stated that the classroom was less noisy and that discipline had improved (46.3%) compared to the first survey (32.8%).**

3.c.2 Students Pay Attention to What Teachers Are Saying

	School	Never	Rarely	Sometimes	Often	Always
Survey 1	5. oktobar	0	0	6	7	4
	Vrhpolje	0	4	7	4	0
	Mahala	0	4	3	3	2
	Hasan Kikić	3	7	4	2	0
	Fajtovci	0	2	0	2	4
	Prva Sanska	0	1	2	7	2
	Total	3	18	22	25	12
	Share (%)	3.8	22.5	27.5	31.3	15
Survey 2	5. oktobar	0	0	3	4	1
	Vrhpolje	0	2	2	7	0
	Mahala	0	1	2	5	5
	Hasan Kikić	1	0	4	5	1
	Fajtovci	0	2	0	5	3
	Prva Sanska	2	0	2	5	5
	Total	3	5	13	31	15
	Share (%)	4.5	7.5	19.4	46.3	22.4

Regarding whether students pay attention to what teachers are saying, it is again possible to observe **positive changes in the second surve**y, that is, after the project implementation. Responses indicating that **students often and always pay attention to what teachers are saying occur more frequently in the second survey (68.7%) than in the first one (46.3%).**

3.c.3 Students Pay Attention to the Questions Asked by other Students

	School	Never	Rarely	Sometimes	Often	Always
Survey 1	5. oktobar	0	3	6	5	3
	Vrhpolje	0	8	4	2	0
	Mahala	0	2	7	2	1
	Hasan Kikić	2	4	6	1	3
	Fajtovci	0	5	0	4	0
	Prva Sanska	0	2	3	5	2
	Total	**2**	**24**	**26**	**19**	**8**
	Share (%)	**2.5**	**30.4**	**32.9**	**24.1**	**10.1**
Survey 2	5. oktobar	0	1	5	0	2
	Vrhpolje	0	2	2	6	1
	Mahala	0	1	4	3	2
	Hasan Kikić	1	3	3	2	2
	Fajtovci	0	0	2	8	0
	Prva Sanska	0	0	2	9	2
	Total	**1**	**7**	**18**	**28**	**9**
	Share (%)	**1.6**	**11.1**	**28.6**	**44.4**	**14.3**

Comparing the first and second surveys, a certain change in students' responses can be observed. In the second survey, after the project implementation, the number of responses indicating that students often or always pay attention to the questions asked by other students increased. Responses indicating that **students often and always pay attention to the questions asked by other students occur more frequently in the second survey (58.7%) than in the first one (34.2%).**

3.c.4 Students Participate in Productive Discussions among Themselves

	School	Never	Rarely	Sometimes	Often	Always
Survey 1	5. oktobar	0	4	5	4	3
	Vrhpolje	1	3	3	6	1
	Mahala	0	2	7	1	1
	Hasan Kikić	0	0	0	7	9
	Fajtovci	1	0	3	2	1
	Prva Sanska	0	0	6	6	0
	Total	**2**	**9**	**24**	**26**	**15**
	Share (%)	**2.6**	**11.8**	**31.6**	**34.2**	**19.7**
Survey 2	5. oktobar	0	2	0	2	4
	Vrhpolje	0	0	3	1	6
	Mahala	0	1	7	0	2
	Hasan Kikić	2	2	4	1	2
	Fajtovci	0	0	5	4	1
	Prva Sanska	2	0	3	4	2
	Total	**4**	**5**	**22**	**12**	**17**
	Share (%)	**6.7**	**8.3**	**36.7**	**20.0**	**28.3**

Unlike the previous two sub-questions, the results of the second survey do not show clear patterns of change in the responses to the statement "Students participate in productive discussions among

themselves." For example, the frequency of the answer "always" increased by 8.6%, while the frequency of the answer "often" decreased by 14.2%. The answer "sometimes" increased by 5.1%, while the answer "rarely" decreased by 3.5%. The answer "never" increased by 4.1%. Based on the frequency of responses, **patterns of change cannot be determined with certainty.**

3.c.5. Students Follow the School Rules

Responses to this question in the second survey, conducted after project implementation, **reveal a clear positive shift. A majority of students (65.1%) reported that students follow school rules often or always, compared to 43.2% in the first survey.** In contrast to the first survey, no respondents in the second survey indicated that students never follow school rules.

This change suggests an improvement in students' perceptions of rule compliance within the school environment. It may also indicate the positive influence of the project activities on students' awareness of school norms and their sense of responsibility toward the school community.

	School	Never	Rarely	Sometimes	Often	Always
Survey 1	5. oktobar	1	1	4	7	4
	Vrhpolje	0	1	5	9	0
	Mahala	1	5	1	1	4
	Hasan Kikić	8	5	3	0	0
	Fajtovci	0	0	5	2	2
	Prva Sanska	0	3	3	2	4
	Total	**10**	**15**	**21**	**21**	**14**
	Share (%)	**12.3**	**18.5**	**25.9**	**25.9**	**17.3**
Survey 2	5. oktobar	0	0	2	3	2
	Vrhpolje	0	3	3	5	0
	Mahala	0	3	1	3	3
	Hasan Kikić	0	3	3	4	1
	Fajtovci	0	0	0	4	6
	Prva Sanska	0	0	4	4	6
	Total	**0**	**9**	**13**	**23**	**18**
	Share (%)	**0**	**14.3**	**20.6**	**36.5**	**28.6**

3.c.6. Fights Among Students and/or Cases of Bullying are Frequent

A comparison of responses to question 3.c.6 shows a **clear positive shift in students' perceptions of the frequency of fights and bullying.** Overall, **the proportion of students indicating that such incidents occur frequently decreased from 13.5% in the first survey to 9.4% in the second survey**. Notably, the response option "always" was not selected at all in the second survey, while the share of students selecting "often" declined by 2.9 percentage points.

These findings suggest a perceived reduction in the occurrence of fights and bullying within the school environment, which may reflect an improvement in peer relations and the effectiveness of project activities aimed at promoting a safer and more respectful school climate.

	School	Never	Rarely	Sometimes	Often	Always
Survey 1	5. oktobar	12	4	1	0	0
	Vrhpolje	1	1	8	4	1
	Mahala	5	2	3	2	0
	Hasan Kikić	4	5	3	4	0
	Fajtovci	6	2	1	0	0
	Prva Sanska	10	2	0	0	0
	Total	38	16	16	10	1
	Share (%)	46.9	19.8	19.8	12.3	1.2
Survey 2	5. oktobar	5	3	0	0	0
	Vrhpolje	3	4	3	1	0
	Mahala	1	5	2	2	0
	Hasan Kikić	6	3	0	2	0
	Fajtovci	4	4	2	0	0
	Prva Sanska	3	5	5	1	0
	Total	22	24	12	6	0
	Share (%)	34.4	37.5	18.8	9.4	0.0

3. Qualitative Study and Focus Groups discussions

To complement the quantitative findings, two focus group discussions were organized in October 2025 with the students and teachers who participated in the project. The aim of this exercise was to gain a more nuanced understanding of the responses provided in the questionnaires.

3.1. Students' Focus Group

The student focus group was organized on 7 October 2025 at the Youth Day Center in Sanski Most. The focus group included two students from each of the five schools in Sanski Most. The session lasted approximately two hours.

Table 19 - Focus group participants

School	Grade	No. of students
Fajtovci	VIII	2
Vrhpolje	IX	2
Prva sanska škola	VIII	2
5. oktobar	IX	2
Hasan Kikić	VII	2

During the discussion with the students, an attempt was made to guide the conversation toward the predefined questions. However, considerable time was spent on other topics because the students were eager to discuss many different things. The following text presents the students' statements that relate to the predefined questions for this activity.

Question: What do you think are the key goals that education should achieve?

"I think the reason we go to school is to gain knowledge and discipline."

"So that we can have a job in the future."

"To learn basic manners, etiquette, and respect."

Question: Do you think your school currently meets these goals? Why?

"At school we gain knowledge and make friends. I think school is a good place for children."

Question: How did this project contribute (or not contribute) to the goals you mentioned above?

Comment: The students did not provide clear or specific answers to this question.

Question: In what ways were the project activities different from regular classes? Provide an example that illustrates your opinion.

"The workshops we did were different from our regular classes. In the workshops, we worked in groups, whereas in regular lessons we usually don't. We thought more, and we drew more."

"During the workshops, we were more relaxed. We didn't have to study a lot—there was more discussion."

"We had more freedom when we talked, and it was educational."

"The workshops were not always held as part of regular classes. It wasn't a burden for us to participate in them."

"Some things we already knew, but we also learned new things."

"In ninth grade we have a subject on democracy. In regular lessons, students participate less. When we worked on the project, almost everyone talked—and we also listened."

"We talked about resolving conflicts. We learned that we should each express our own perspective about something we don't like and then try to solve it through compromise."

"I prefer this more relaxed way of working in class. But even though it was relaxed, there was still some discipline and rules. For example, we couldn't all talk at once—we let one person speak at a time."

Sub-question: "What is democracy?"

"Democracy is when the people choose."

"Democracy has to do with power and authority."

"Everyone has the right to their own opinion."

"Democracy is when we are all equal."

Sub-question: "What are human rights?"

"We all have our own rights. Human rights are connected to democracy."

"Human rights are things we are allowed to do — to have freedom."

"Our rights include the right to freedom, the right to education, the right to an opinion, and the right to safety."

"We express our opinions more at school. We don't express our opinions online because we are too young for that."

Question: How did the project affect relationships among students in your class? Can you describe a situation that shows this?

"For example, when a classmate and I were working on the final project, we had a disagreement. I wanted the project to be black and white, and he wanted it to be colorful. In the end, we agreed that the letters would be colorful and the drawings would be black and white. We both compromised a bit."

"When we worked on the final project, we got along well. For example, we wrote all our suggestions on one poster."

"In our class, there were problems when we were working on the final project. We were making a short film. Most students said they didn't want to record a film, and that caused a problem."

"We solve our problems through conversation. If the other person is stubborn, I give in. There's no reason to argue—it's not worth it. If someone is set on something, you can't move them away from it."

"I don't give in right away. First, I try to convince the other person of something, and if they really don't want to, then I give in."

Question: After participating in the project, what new skills or knowledge have you gained for resolving conflict situations?

"For example, my desk partner and I often argue about who is right in German class. We each write the answer the way we think it should be, and then the teacher checks it. When the teacher reviews it, we see who was right and we accept it."

"I learned that when resolving a conflict, it's helpful to have a mediator. When there is a problem, the mediator comes, listens to both sides, and then suggests how the problem should be resolved."

"A mediator has a difficult job. Everyone tries to convince them they are right. But in the end, the mediator has to find the correct solution."

"It can happen that one side is not satisfied with the agreement, but they have to accept it if they want the problem to be resolved."

"I think that someone doesn't have to accept the proposed solution, but it would be the right thing to do."

Question: Has the project changed your perspective on certain situations that often occur in society? If yes, how?

"I don't get angry right away anymore. I always listen to the other side. I didn't do that before."

"There is a lot of injustice in society. I have an example from school. In our school, some teachers let the boys get away with more. Recently, there was a situation where a boy flipped over a school desk. We all said he did it, but the teacher thought he was right."

"In our school, there is a situation where a teacher and the parents of one boy are friends. When that boy causes a problem, he doesn't get his conduct grade lowered, but if someone else does the same, that other student gets a lower conduct grade."

"These examples that students from other schools mentioned also happen in our school. I think these things are done in order to keep the peace. In reality, it's done so that bigger problems don't arise."

"I would solve that problem by talking with the parents."

"I would make it so that if one person gets a lower conduct grade, then others should get it too—no exceptions. It doesn't matter if you know the student's parents. Everything should be treated equally."

"In our school, there is an example where the teacher scolds the girls when they talk in class, but when the boys talk, they scold them less."

Question: What was the most important message of the final project you worked on during the course?

"We worked a lot on preparing the presentation for the final project. We drew and wrote on posters. It wasn't a problem for me to present our work in front of other students, but some classmates were a bit shy and nervous. The teachers tried to encourage the students who were afraid to present our posters at the event so they could overcome their fear."

"Our topic was peer violence. We made a presentation and a short film. Four students read the presentation, and the others each held a sheet of paper with a message written on it. We learned a lot while working on this topic, and I'm glad that we were the ones who worked on it."

"We had a poster and the topic was human dignity. After we presented our topic, we brought a box with small pieces of paper and handed them out to other students so they could write something about human dignity—just to see if they understood anything. Many of the answers we received were correct."

Question: What were the biggest challenges you faced while working on the final project?

"The hardest part was getting everyone in the group to agree on the ideas for the final project."

"For us, the hardest thing was deciding who would present the topic. Only three students wanted to present; the others didn't want to. They worked on the project, but they didn't want to present."

"In our group, the biggest problem was a lack of seriousness."

"Some students didn't dedicate enough time to the final project. They rushed through the work just to finish quickly."

"Our project team gathered at one classmate's house where we completed everything, and then during homeroom we reviewed it all and talked to the students who couldn't make it earlier."

Question: What impact could this project have if more students from your school participated?

"If the project were mandatory and graded, then all students would participate."

Question: Has the project changed your expectations for the future? For example, has it influenced what you want to study or do as a career? If yes, how?

"I think this project did influence me a little to change my opinion."

"I was thinking about studying law, and this project helped me better understand what human rights really mean."

Question: If you had the opportunity to continue with this project, what other topics would you like to explore?

"I think we should learn more about rights."

"I would like to learn more about identities. That would be interesting to me."

"It was difficult for me to talk about identity because then I had to talk about myself."

"When it comes to identities, I think it's like steps. As I move into higher grades, my interests change. Some small things about identity change, too."

After the predefined focus group questions, the discussion continued in a more relaxed atmosphere, where students talked about their impressions and personal views.

"As for this project, I wouldn't change anything. Maybe just include more grade levels and meet more often between schools."

"I would like us to gather with students from other schools and do a workshop together. That way we can get to know other students."

"Maybe it wouldn't be a bad idea to visit another country and attend a school there."

"We always had this project on the same day—on Thursdays."

"For us, it wasn't always at the same time. We usually had the project during free periods."

"In our school, there is a lot of disrespect. I'll give an example: when we enter the school, some students don't greet the cleaning staff or janitors. They don't address them formally and speak to them using 'ti' instead of the respectful form."

Figure 1 - Students who participated in the focus group

3.2. Teacher Focus Group

The focus group for teachers was also organized on 7 October 2025 at the Youth Center in Sanski Most. A total of five teachers were present at the focus group:

1. Đenana Kurbegović, OŠ Hasan Kikić
2. Edita Beširević, Prva Sanska škola
3. Nermina Cerić, OŠ Fajtovci
4. Dalila Kahrimanović Ramić, OŠ Peti oktobar
5. Ismeta Kenjar, OŠ Vrhpolje

In the first part of the activity, a discussion was held with the teachers based on the predefined questions. After that portion was completed, additional topics were discussed in a less formal setting. According to the evaluator, not all teachers participated at the same level of engagement during the discussion. However, it was evident that most of them agreed with the statements made by their colleagues. In many cases, teachers reinforced each other's comments by agreeing with what was said. The following section presents the teachers' statements in response to specific questions.

Figure 2 - Teachers who participated in the focus group

Question: What do you consider to be the key goals that education should achieve?

"Students should acquire basic knowledge—essentially, they should become literate and gain foundational understanding of subjects such as mathematics, physics, chemistry, geography, and history. Today, students can build on this knowledge through the use of technology, primarily the internet. What I would like to emphasize is that in the 21st century we are witnessing increasing radicalism, intolerance, disrespect, and religious, national, racial, and other conflicts. I believe that throughout the entire education system—not only in Bosnia and Herzegovina but globally—we should work on promoting human rights, equality, mutual respect, and combating discrimination. Lessons should be made more engaging for students, and teaching becomes more interesting when

students are actively involved. It would be beneficial for every school to have weekly or monthly activities similar to those in this project, where students can express their creativity and ingenuity."

"Elementary School should provide a fundamental base of knowledge that prepares children for lifelong learning. As times change, we must adapt our teaching methods, approaches, and curricula to current needs. Another key goal is the development of social skills. Schools must work on this through workshops and various forms of activities that prepare children for life in today's world. Many aspects need to change, as we still tend to rely on a traditional, socialist-era approach. The school as a system tends to be somewhat inert, which may occasionally have advantages in today's context, but modernization is still necessary."

Question: Do you believe that schools in Bosnia and Herzegovina are currently achieving these goals?

"There is a need for change, but for meaningful and well-designed change—not the kind that is being imposed on us now in relation to the curriculum. This reform is neither well planned nor properly communicated to us. We have reduced the reform to changes in pedagogical documentation instead of reforms in the classroom. These are two very different things."

Question: Has the project succeeded in fulfilling its mission in relation to the goals mentioned above?

"You can always see the results of such projects in children. Their social skills become more refined, and they learn how to behave in certain situations. In my opinion, cooperation with the NGO sector—especially peace-oriented organizations—always brings something positive to classroom work. I have never had negative experiences with this."

"I completely agree. I noticed the same things, and I believe that starting from sixth grade it should be mandatory for all teachers—perhaps through homeroom periods—to work through these workshops with more topics. I noticed that there was too little time for implementing the workshops. We only worked for one semester. If we had had at least a full school year, it would have been better and more beneficial."

"In schools with a higher level of activity, the workshops are carried out not only by teachers but also by school pedagogues. In those schools, students are much more engaged. I am certain that these schools are safer and that there is less violence, with much lower levels of peer violence."

Question: In what ways were the project activities different from those used in regular classes?

"Students are freer; they have more opportunities to express themselves, to say what they know about each topic, and ultimately to learn from one another. In regular classes, we usually have the frontal approach, where students receive information one-way from the teacher. This project is designed so that students learn from each other. Generally speaking, every workshop is different from a regular lesson."

"While implementing these workshops, we are more flexible. In regular classes, you have a specific learning outcome or achievement target that you must work toward. With these workshops, you have more freedom, you feel more relaxed. There is no obligation to give a test at the end of the lesson or require students to memorize definitions."

"I want to say something on my own, so it doesn't remain unsaid. The manual is excellent. But the time we were given to put everything into practice was not just minimal—it was really too little. For the workshops I prepared, it often worked out that if a teacher was absent or a class wasn't held, I would 'jump in' with the workshop. I think part of the purpose was lost that way. There wasn't enough instructional time—we had to 'borrow' time from lessons to conduct the workshops. Otherwise, the project was well-designed, the manual is excellent, and we were motivated, but there simply wasn't enough room. Maybe it would be better if this were designed as a school club or extracurricular section."

"There is also a challenge for teachers who implement these workshops but work in multiple schools at the same time."

"I want to emphasize that the manual is ideal. I will try to continue using it in my homeroom classes in the future."

"As my colleague mentioned, students were more creative and quite motivated, especially at the beginning of the semester. However, as the end of the semester approached, it became tiring for them because we had to speed up the activities to complete everything. We teachers really wanted to meet the requirement of 20 workshop hours, but in the end, that was too much for the students. My recommendation is to allocate more time in the next project."

"While carrying out the workshops, I included some additional games that were not described in the project but that I felt were appropriate at the time. I think the manual could use a few warm-up games and some additional activities that would make the workshops even more engaging."

Question: What were the biggest challenges you encountered while implementing the project in the classroom?

"When we worked on the topic of tolerance, I used a story about the Nile River. It is not in the manual, but the students found it extremely interesting—they assessed what kind of person Lejla or Tarik might be, although they also used other names."

"Apart from the time limitations, I would also mention those moments when students were reluctant to participate in the workshops. Even though they usually get engaged quickly, there is always a small group of students who show some resistance. Perhaps it would have been better if student participation had been voluntary, like through a school club, so that only students who are genuinely interested in these topics would attend."

"It might also be good if, within my monthly responsibilities assigned by the principal, this could be included as some sort of extracurricular club."

Question: Did you encounter resistance from members of the school community (students, colleagues, or administration) during the implementation of the project? If yes, what were the reasons for this resistance?

"In general, we can say that there was no resistance from students, colleagues, the school administration, or parents."

Question: What did you identify as the main advantages of the teacher's manual? Did you notice any shortcomings?

"In my opinion, the main advantages of this manual are that the activities are designed to last 40 minutes. Previous manuals we used in other projects were designed for workshops lasting an hour and a half. This format is great because it can be shortened and completed with students within one school period. The themes were good and interesting, and I can say the concept was well thought out. Of course, how each person implemented it depends on individual preferences."

"Perhaps one minor drawback is that some activities require additional materials, such as printing instructions or similar resources. But overall, the activities do not require a lot of extra materials, so it is manageable. My suggestion is that if you want to include lower grades in Elementary School, the manual should be adapted to their age group. I think all the topics we did with older students can also be done with younger children, but with adjusted content."

"I think it would also be beneficial to conduct these workshops in secondary schools because they are really lacking this type of content. I work in both primary and secondary schools, so I can compare. I believe this should be introduced in secondary schools as well, because teenagers understand these topics even better than younger students. I would also add that secondary school students don't have many extracurricular activities, so this would fit in perfectly."

Question: In what ways did the activities proposed in the project introduce innovations into your regular teaching?

"I have definitely noticed changes in myself. I don't know whether it's work experience or something else, but I now prepare workshops and homeroom lessons with real enthusiasm, because I've realized how much freedom and creativity these subjects and activities allow. I have also noticed that in my mathematics classes, I am now much more relaxed, more open, less demanding, and more approachable."

"Unfortunately, I couldn't change anything in the classroom because I have been working as a teaching assistant for several years. However, observing the children during the workshops, I found it very interesting that they became deeply engaged in the discussions. Through that, you get to know another side of the child."

"I believe that during and after the implementation of the activities, a completely different connection was formed between teachers and students. It should also be highlighted that a stronger connection developed among the students themselves—in the student–student relationship."

Question: Do you think that some topics from the manual required deeper exploration? Which aspects would you like to examine in more detail?

"We were not able to fully develop some topics with the students. In some cases, there was a lot more room to continue working on and expanding the topic. Regarding these workshops in general— we are used to a rigid system in which our didactics constantly teaches us what the teacher should do and how to implement methods, rather than what the students should do. This project offered an opportunity to see what it would actually look like if the curriculum reform were fully implemented in the classroom, and what kind of feedback we would receive from the students. There is room for us to adjust our own practices, not only in response to what is formally prescribed."

Question: Which aspects of the project do you consider necessary to improve? (e.g., training, monitoring, support, resources, etc.)

"It would be helpful to organize another seminar for teachers and elaborate certain topics in more detail, so that we as teachers can be better prepared."

"This was a pilot project, and we carried it out—but then it stops there. That is usually the pattern with most projects implemented here. Considering the time and effort we invested, I believe that the Education for Democracy project should continue in the coming years—at least, for example, with ninth-grade students as part of the homeroom period."

Question: Would you like to implement this project again? What motivates you to continue and involve more students? If not, what are the reasons for discontinuing?

"I think this project should continue. Not all topics have been covered, and there is a real need for this type of work. I would personally continue implementing these activities because they are fulfilling for me. After seeing how motivated the students were, I would feel sorry if this were to stop."

"These workshops are a moment when you truly hear the child. On one occasion, I had prepared a topic, but the students came to class with a problem. I put the planned lesson aside, and we devoted the time to resolving that issue within the spirit of this project. We sat in a circle and talked about what the students wanted to discuss. I think that was useful both for them and for me."

"If these workshops were formalized through the curriculum or something similar, I would conduct them weekly."

"It all depends on whether you have additional responsibilities—whether you teach extra lessons, or lead another school club such as first aid. If I didn't have additional obligations, I would lead these workshops."

"Our time also needs to be taken into account. If I have ten workshop sessions, I also need sufficient time to prepare."

"I would not continue these activities under the current circumstances because I already have many other obligations."

Question: How did the project influence relationships among students in the class? How did it influence your relationship with the students?

"Yes, this project did influence relationships among the students. When our students were recording the video about peer violence, they talked about the topic a lot. Even after the activity, the students continued discussing it frequently. I believe that this collaborative work and the discussions will remain in their memory."

Question: What effects would you expect from the project if it were implemented with a larger group of students in your school? How might it influence schools if expanded to more schools across the country?

"I would certainly expect improvements in discipline, interpersonal relationships, and social skills—those are the outcomes I would anticipate if the project were implemented on a wider scale."

"I think it would be good if these activities were expanded across the entire canton and throughout the whole country."

"I believe the effects could be positive for the whole school, but I'm not sure whether the situation in the country could be improved. Many generations grow up influenced primarily by their parents, and the values that parents instill are very difficult for schools to correct. Schools can influence students to some extent, but it is very difficult to eliminate negative societal trends—especially those that are reinforced by politics."

"Maybe it wouldn't be a bad idea to organize some workshops for parents as well. We are not a society accustomed to that, but it might be nice for people to get to know each other better. Perhaps we need a slightly different approach to parents. Maybe after that, parents would look differently at teachers and at the school. I believe that change needs to start from the top."

4. Conclusion

The Education for Democracy pilot project demonstrated significant and measurable contributions to strengthening democratic culture, improving social-emotional competencies, and enhancing student engagement in six Elementary Schools in Sanski Most. Across all components of the evaluation—student surveys, teacher surveys, school management questionnaires, and focus group discussions—a consistent picture emerges: the project not only fulfilled its planned objectives but also generated a broader positive impact on classroom climate, communication, and relationships among students and teachers.

One of the most meaningful achievements of the project is the transformation observed in student participation and interpersonal dynamics. Students reported feeling more comfortable expressing their views, resolving disagreements, and engaging in classroom activities. The workshops—designed around creativity, collaboration, and reflection—offered them an alternative learning environment where their voices were valued and where they could safely explore topics such as identity, respect, conflict resolution, and human rights. Students shared concrete examples of applying new skills, such as mediation techniques, active listening, and compromise, both inside and outside the classroom. These reflections suggest that the project succeeded in equipping students with competencies that extend beyond academic learning, shaping attitudes and behaviors that contribute to a more respectful and inclusive school community.

Teachers, likewise, expressed strong appreciation for the pedagogical value of the project. They highlighted that the modules encouraged a shift from traditional, teacher-centered instruction toward more interactive and student-centered approaches. Many described feeling reinvigorated professionally, noting that the project rekindled their motivation and expanded their repertoire of teaching strategies. The materials provided—particularly the methodological guide—were praised for clarity, creativity, and relevance across subjects. Even when time constraints presented challenges, teachers consistently demonstrated commitment by integrating activities into subjects such as language, history, civic education, and homeroom periods. Their willingness to continue using the materials beyond the project period underscores the sustainability of the pedagogical model introduced.

The evaluation results from school management further reinforce the project's success. Administrators generally described their schools as supportive environments, but noted that the project strengthened already positive dynamics by offering structured opportunities for dialogue, collaboration, and civic reflection. They acknowledged improvements in classroom culture, respectful communication, and student participation. Nearly all confirmed that the project aligned with the overarching goals of the education system and that teachers were adequately trained and supported. Their endorsement of project continuation and expansion to other schools demonstrates institutional readiness for broader implementation.

At the same time, the project highlighted several systemic constraints that should be considered in future planning. The most frequently mentioned challenge was the insufficient time available to carry out the number and depth of activities envisioned. Teachers often struggled to balance project tasks with curricular demands, especially those working in multiple schools. Students, particularly toward the end of the semester, experienced fatigue due to compressed scheduling. These constraints suggest that a longer implementation period—ideally spanning the full school year—would enhance effectiveness, allow deeper exploration of complex topics, and reduce the pressure on both teachers and students. Additionally, some teachers recommended more training

sessions, particularly for themes requiring greater sensitivity or conceptual depth, such as identity, human rights, and cultural diversity.

Despite these challenges, the project's overall impact has been overwhelmingly positive. The improvements in student motivation, communication, and social awareness indicate that experiential, discussion-based learning can play a transformative role in shaping democratic values. The project also contributed to stronger teacher-student relationships and improved peer interactions, which are critical foundations for a democratic school culture. Furthermore, the success of the final student presentations and creative projects demonstrates that young people are capable of thoughtful reflection and active participation when given the space and support to do so.

The findings also highlight the potential for scaling up the project. Teachers and administrators unanimously expressed a desire to see the program continued and expanded to additional schools within the canton and beyond. Many emphasized that such initiatives are urgently needed in Bosnia and Herzegovina, where issues of intolerance, discrimination, and social division continue to influence young people's experiences. By integrating democratic education into school life, projects like Education for Democracy help cultivate generations of students who are better equipped to navigate diversity, resolve conflicts peacefully, think critically, and participate actively in their communities.

In conclusion, the Education for Democracy pilot project has laid a strong foundation for further development of democratic competencies in Elementary Schools. It fostered environments where students learn to communicate respectfully, understand human dignity, embrace differences, and practice civic engagement. It provided teachers with innovative tools that enrich their pedagogical practice and strengthened partnerships between schools and implementing organizations. The project's success—reflected in consistently high evaluations—demonstrates both its relevance and its potential for long-term impact.

Moving forward, sustaining and expanding this work will be essential. With adequate time, support, and institutional commitment, the project can evolve into a durable model for democratic education in Bosnia and Herzegovina. By continuing to invest in such initiatives, schools can play a central role in shaping a more inclusive, resilient, and democratic society.

Annex 1. Teacher Evaluation Form

Dear teachers,

We kindly ask you to take a moment to complete the following questionnaire as honestly and completely as possible and return them to those responsible at the end of the session. **All responses are anonymous.**

Your feedback is invaluable to us, as it will help enhance the project and improve the overall quality of the project!

Thank you in advance for taking the time to share your thoughts through this questionnaire!

1. Personal Information

a. How old are you?
( ) Up to 24 years old
( ) From 25 to 29 years old
( ) From 30 to 39 years old
( ) From 40 to 49 years old
( ) From 50 to 54 years old
( ) 55 years or older

b. How do you identify yourself: ( ) Male ( ) Female ( ) I prefer not to answer ( ) Other

c. What is your religion? ( ) Muslim ( ) Catholic ( ) Orthodox ( ) Other religion ( ) I have no religion

2. About your work

a. What subject(s) do you teach in this school?

_____

b. How long have you been working as a teacher in this school?
( ) Less than 1 year
( ) 1–4 years
( ) 5–9 years
( ) 10 or more years

c. In addition to your activity as a teacher at this school, do you carry out another activity that contributes to your personal income?
( ) Yes, in the area of education
( ) Yes, outside the area of education
( ) No

d. Overall, how often do the following things happen in your school (please, choose only one option per line)	Never	Rarely	Sometimes	Often	Always
The school principal					

encourages me to do my job better.					
The school principal encourages innovative activities.					
The pedagogical coordination is helpful and supportive.					
Teachers work together to promote the learning of the students					
Verbal or physical aggression by students to teachers occurs.					
Bullying among students					
Students remain silent and pay attention to the teachers during the classroom.					
Students engage in productive dialogue in the classroom among themselves.					
The classes portray a great variety of teaching methods, including reading, discussing, role playing, etc.					
I feel motivated to work in the school as a teacher.					

3. About the Project

a. About the lessons you delivered during the project … (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The activities developed provided greater participation of students in the classroom					
The activities contributed					

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
to promoting respect in the classroom					
The activities helped students reflect upon their reality					
The activities contributed to bolstering the students' motivation to go to school					

b. About the project material (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The supporting and introductory texts of each topic provided sufficient information to address the subject to be discussed.					
The material provided sufficient information to prepare you to achieve the objectives that the project proposes.					
The estimated time for each activity in the booklet corresponded to reality					
I read texts from the "reading suggestions for deepening" section					
The project activities were manageable within the school's schedule.					

c. Would you like to suggest any theme, additional reading and/or activity to be introduced to the booklet?

d. From your experience, give a grade to the methodological booklet from 0 to 10

0	1	2	3	4	5	6	7	8	9	10

e) Considering the support you received (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
CIM and the Auschwitz Institute provided sufficient support to carry out the project					
The communication with CIM and the Auschwitz Institute took place in a positive and effective way					
The work of CIM and AIPG's teams contributed to the development of the project					

f. **What grade do you give to the work developed by CIM and the Auschwitz Institute throughout the project implementation?**

0	1	2	3	4	5	6	7	8	9	10

g) Considering the project results … (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The project contributed to promoting students' education in citizenship and democracy					
The topics addressed by the project are important to be discussed in the classroom with students					
The dynamics proposed by the project occurred as I expected					
The proposed activities provided greater participation of students in the classroom					
The project helped to positively transform the student-teacher relationship					

h. Please list **up to 3 of the main difficulties you encountered in developing the project in the school**

i. How do you think these difficulties could have been avoided or resolved?

j. Would you like the project to continue in your school?

( ) Yes
( ) No
( ) Not sure

k. Do you consider it important that this project should be expanded to other schools and cantons in Bosnia and Herzegovina

( ) Yes
( ) No
( ) Not sure

l. From your experience, give an overall grade to the project from 0 to 10

0	1	2	3	4	5	6	7	8	9	10

m. To end, briefly let us know about your overall experience with the project. What was it like to develop it? What did you like the most and what did you like the least?

n. Additional comments:

Annex 2. School Managers Evaluation Form

Dear School Managers,

We kindly request your assistance in completing this questionnaire to provide valuable feedback on the implementation of the project focused on promoting human rights and citizenship among Bosnian youth. Your perspective as a school manager is essential to help us understand the overall impact of the project and improve future initiatives.

Your responses will remain anonymous. Thank you for your responses!

1. Personal Information

a. How old are you?
( ) Up to 24 years old
( ) From 25 to 29 years old
( ) From 30 to 39 years old
( ) From 40 to 49 years old
( ) From 50 to 54 years old
( ) 55 years or older

b. How do you identify yourself: ( ) Male ( ) Female ( ) I prefer not to answer ( ) Other

c. What is your religion? ( ) Muslim ( ) Catholic ( ) Orthodox ( ) Other religion ( ) I have no religion

2. About your school

a. How long have you been working as a school manager?
( ) Less than 1 year
( ) 1–4 years
( ) 5–9 years
( ) 10 or more years

b. What is the size of your school? (number of enrolled students)
( ) Fewer than 100 students
( ) 100–500 students
( ) More than 500 students

c. Overall, how often do the following things happen in your school (please, choose only one option per line)	Never	Rarely	Sometimes	Often	Always
Our school encourages innovative activities					
Teachers work together to promote the learning of the students					
Verbal or physical aggression by students to teachers occurs					

Bullying among students					
Students remain silent and pay attention to the teachers during the classroom					
The classes portray a great variety of teaching methods, including reading, discussing, role playing, etc.					
I feel motivated to work in the school					

3. About the Project

a. About the lessons you delivered during the project … (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The project is aligned with the universal values and goals of the education system, which are integrated into our educational work as part of the school's mission.					
Teachers received adequate training to implement the project					
Communication with the project's organizers was effective.					
The project activities were manageable within the school's schedule.					
The project contributed to fostering a culture of respect and citizenship.					

c. Were there any logistical or organizational challenges faced during the implementation of the project?
( ) Yes
( ) No
If yes, please specify:

3. About Your Role

a. How would you describe your role in supporting teachers during the project? (select all that apply)
( ) Providing logistical support (e.g., managing schedules, materials)
( ) Offering pedagogical guidance
( ) Encouraging teacher participation
( ) Monitoring and evaluating the project's progress
( ) Other (please specify): _____

b. How often did you meet with teachers to discuss the project's progress?
( ) Weekly
( ) Monthly
( ) Only when issues arose
( ) Not at all

4. Project Outcomes

a. In your opinion, how did the project impact the following areas in your school? (please choose only one option per line)	No Impact	Minimal Impact	Moderate Impact	Significant Impact	Transformational Impact
Student behavior and engagement					
Teacher collaboration and motivation					
The school's overall culture of democracy and citizenship					

b. Would you recommend this project to other schools?
( ) Yes ( ) No ( ) Not sure

c. Do you think the project should continue in your school?
( ) Yes ( ) No ( ) Not sure

5. General Feedback

a. What were the main strengths of the project?

b. What were the main challenges or weaknesses of the project?

c. Do you have any suggestions for improving the project in the future?

d. From your experience, give an overall grade to the project from 0 to 10

0	1	2	3	4	5	6	7	8	9	10

e. Additional comments

Annex 3. Students Evaluation Forms

Evaluation Form 1

Number: _____

We ask each student to take the time to answer the following questionnaire as honestly and completely as possible, returning them to the evaluator at the end of the session.

All responses **are anonymous**.

1. Let's begin with some personal information about you

a. How old are you?
( ) 12 years or less ( ) 13 years ( ) 14 years ( ) 15 years or older

b. How do you identify yourself:
( ) Boy ( ) Girl ( ) Other ( ) I prefer not to answer

d. What is your religion?
( ) Muslim ( ) Catholic ( ) Orthodox ( ) Other religion ( ) I have no religion ( ) I prefer not to answer

e. Up to what grade did your mother, or the woman responsible in your household, study?
( ) She never studied
( ) She completed primary school
( ) She completed high school
( ) She completed a technical or professional degree
( ) She completed college
( ) I don't know
( ) I prefer not to answer

f. What do you consider to be your greatest quality as a person? _____

g. And the worst flaw? _____

2. Let's now learn something about your school

a. How often do you feel motivated to go to school?
( ) Never ( ) Rarely ( ) Sometimes ( ) Often ( ) Always

b. Why?

c. My school is a place where... (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I feel respected and valued by my classmates					
I feel respected and valued by my teachers					
I go because I am obliged to					
I often feel bored					
I learn to discuss with people that think different from me					
I have room to participate and make decisions on matter that affect my education					
I have room to discuss about and think about my reality					

c. How often the following events happen during the class time (please, choose only one option per line)	Never	Rarely	Sometimes	Often	Always
The classroom is noisy and disorganized					
Students pay attention to what teachers say					
Students pay attention to the questions raised by other students					
Students engage in productive discussions among themselves					
Students respect the school norms					
Fights among schools and/or bullying episodes are common					

3. Thinking now about the importance of education for you:

a. Do you consider education important for your future?
( ) Very unimportant ( ) Unimportant ( ) Neutral ( ) Important ( ) Very important

b. When you finish primary school, you intend to:
( ) I will continue studying ( ) I will work ( ) I will study and work ( ) I don't know yet

c. If you intend to continue studying, what would you like to study after primary school and why?

4. To finalize, let's think a little bit about some concepts you will learn about during this project:

a. In your opinion and considering the statements below, please mark the answer that fits better:

	Yes	No
a) I know what Human Rights are	( )	( )
b) I know when and why Human Rights were created	( )	( )
c) I believe that Human Rights are important	( )	( )
d) I know what the Universal Declaration of Human Rights is	( )	( )

b. In your opinion and considering the statements below, please mark the answer that fits better:

	Yes	No
a) I know what democracy means	( )	( )
b) I have knowledge about how democracy works in Bosnia and Herzegovina	( )	( )
c) I believe that democracy is the fairest form of government for a country like Bosnia and Herzegovina	( )	( )
(d) I very much enjoy participating in my community	( )	( )

c. Among the alternatives below, select those that are characteristic of a democracy (remember that it can be more than one):
( ) Free elections
( ) In a democracy, only the majority rules
( ) Minority rights should be respected
( ) Only people who can read and write can vote
( ) The existence of NGOs, unions, and associations
( ) The president can arrest people who disagree with him

d. Which sentences below do you agree with, and which ones do you disagree with?	Agree	Disagree
a) Men and women should have the same rights and be treated equally	( )	( )
b) Migrants should not have the right to work	( )	( )
c) The only people who have power in a democracy are the politicians	( )	( )
d) Human Rights are basic rights that everyone should have	( )	( )
e) People who commit crimes should not have rights	( )	( )
f) Politics and religion are not discussed	( )	( )

Evaluation Form 2

Number: _____

We ask each student to answer the following questionnaire as honestly and completely as possible, returning it to the evaluator at the end of the session. All responses **are anonymous**.

The purpose of this questionnaire is not to evaluate your knowledge but to allow the Auschwitz Institute and CIM to assess the project Education for Democracy in order to better understand its challenges and potentialities. **Your answers and your comments are very important to us!**

1. Let's begin with some personal information about you

a. How old are you?
( ) 12 years or less ( ) 13 years ( ) 14 years ( ) 15 years or older

b. How do you identify yourself: ( ) Boy ( ) Girl ( ) I prefer not to answer ( ) Other

d. What is your religion? ( ) Muslim ( ) Catholic ( ) Orthodox ( ) Other religion ( ) I have no religion

e. When you finish primary school, you intend to: ( ) I will continue studying ( ) I will work ( ) I will study and work ( ) I don't know yet

f. If you intend to continue studying, what would you like to study after primary school and why?

2. Let's now reflect upon what you learned during the past months

A. How often did the teachers proposed doing the following (please, choose only one option per line)	Never	Rarely	Sometimes	Often	Always
Collectively read and analyze texts					
Conduct Individual activities					
Copy from the blackboard					
Reflect on music and videos					
Group or small groups discussions					
Research Activities					

b. Which sentences below do you agree with, and which ones do you disagree with?	Agree	Disagree
a) Men and women should have the same rights and be treated equally	( )	( )
b) Migrants should not have the right to work	( )	( )
c) The only people who have power in a democracy are the politicians	( )	( )
d) Human Rights are basic rights that everyone should have	( )	( )
e) People who commit crimes should not have rights	( )	( )
f) Politics and religion are not discussed	( )	( )

c. Among the alternatives below, select those that are characteristic of a democratic regime (remember that it can be more than one):

( ) Free elections
( ) In a democracy, only the majority rules
( ) Minority rights should be respected
( ) Only people who can read and write can vot
( ) Existence of Civil Society Organizations (NGOs, trade unions, associations)
( ) The president has the power to arrest people who hold opinions contrary to him

d. Do you know what the Universal Declaration of Human Rights is? ( ) Yes ( ) No

e. How would you define, in your own words, what Human Rights are?

f. Do you believe that Human Rights are important? ( ) Yes ( ) No

g. Do you believe that Democracy is the fairest form of government? ( ) Yes ( ) No

h. Do you know how the Bosnia and Herzegovina democratic system works? ( ) Yes ( ) No

3. To finalize, let's evaluate the project *Education for Democracy*

a. From your experience, give an overall grade to the Project from 0 to 10

0	1	2	3	4	5	6	7	8	9	10

b. About the lessons you took during the project … (please, choose only one option per line)	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Did the activities developed provide greater participation of students in the classroom?					
Did it contribute to promoting respect in the classroom?					

Did taking this subject increase your motivation to go to school?					
Did the activities help you think upon your reality?					

c. How often do the following events happen during the activities of the project (please, choose only one option per line)?	Never	Rarely	Sometimes	Often	Always
The classroom is noisy and disorganized					
Students pay attention to what teachers say					
Students pay attention to the questions raised by other students					
Students engage in productive discussions among themselves					
Students respect the school norms					
Fights among schools and/or bullying episodes are common					

Annex 4. Focus Groups Scripts

Student Focus Group

Students: about 14 students from different schools

- What do you think are the key goals that education should achieve?
- Do you feel your school is currently meeting these goals? Why?
- How did the project achieve - or not achieve - its mission in relation to these goals?
- How did the practices and activities in the project differ from those in your regular classes? Please tell us a situation that illustrates your opinion.
- How did the project impact the relationships among students in your class? Could you tell us a situation that illustrates what you are saying?
- After participating in the project, what new knowledge or skills do you feel you've gained for managing conflict situations?
- Has the project changed how you view certain situations that often happen in society? If so, how?
- Regarding the final project you worked on during the course, what were your main takeaways?
- What were the biggest challenges you faced while completing the final project?
- What impact this project could have if more students in your school participated?
- Has the project influenced your expectations for the future? For example, has it affected what you want to study or work on? If yes, how?
- If you had the chance to continue with this project, what other topics or themes would you like to explore more?

Teachers Focus Group

Teachers: about 7 teachers from different schools

- What do you consider to be the key goals that education should achieve?
- Do you believe schools in Bosnia and Herzegovina are currently meeting these goals? Why?
- Did the project succeed in fulfilling its mission with regard to these goals? Please tell us a situation that illustrates your opinion.
- How did the practices and activities implemented during the project differ from those you use in other classes?
- What were the biggest challenges you faced while developing the project in the classroom?
- Did you encounter any resistance from members of the school community (students, colleagues, or administration) to implementing the project? If so, what were the reasons for this resistance?
- What did you identify as the main strengths of the teacher's handbook? Were there any weaknesses?
- How did, if at all, the practices and activities proposed by the project innovate or enhance your regular teaching methods? Please tell us a situation that illustrates your perception.
- Did you feel any topics of the booklet needed more depth? If so, what aspects would you like to explore further?
- What areas of the project could be improved? (For example, training, monitoring, supporting, resources etc.).
- Would you like to implement this project again? If so, what motivates you to continue and involve more students? If not, what are your reasons for not continuing?
- How did the project impact relationships among students in the class? What about your relationship with the students? Please tell us a situation that illustrates your perception.
- What effects do you believe this project could have if implemented with a larger group of students at your school? What impact might it have if rolled out in more schools nationwide?

Annex 5. Teacher Feedback on Project Modules

After completing the activities, the teachers were asked to evaluate each of the five thematic modules separately. The evaluation form contained approximately nine questions related to the activity and three questions reflecting on the module itself.

Table 20 - Summary of Teacher Responses per Activity within the Module[4]

	Teachers							Total
	T1	T2	T3	T4	T5	T6	T7	
Module 1. Identity								**27,5%**
Activity 1.1.	+	+	0	+	0	0	+	4
Activity 1.2.	+	+	0	0	+	+	+	5
Activity 1.3.	+	+	0	0	0	0	+	3
Activity 1.4.	+	+	0	0	0	0	+	3
Activity 1.5.	+	+	0	0	0	0	+	3
Activity 1.6.	+	+	0	0	0	0	0	2
Activity 1.7.	0	+	0	0	0	0	0	1
Activity 1.8.	+	+	0	0	0	+	0	3
Activity 1.9.	0	+	0	0	0	0	0	1
Activity 1.10.	0	+	0	0	0	0	0	1
Module Reflection 1 (1)	0	+	0	0	0	0	0	1
Module Reflection 1 (2)	0	0	0	0	0	0	0	0
Module Reflection 1 (3)	0	0	0	0	0	0	0	0
Module 2. Dignity								**18,7%**
Activity 2.1.	0	+	0	0	0	+	+	3
Activity 2.2.	+	+	0	0	0	0	0	2
Activity 2.3.	+	0	0	0	0	+	+	2
Activity 2.4.	0	0	0	0	0	0	+	1
Activity 2.5.	0	+	0	0	0	0	0	1
Activity 2.6.	0	+	0	0	0	0	+	2
Activity 2.7.	0	0	0	0	0	0	0	0
Activity 2.8.	0	+	0	0	0	+	0	2
Activity 2.9.	0	0	0	0	0	+	0	1
Module Reflection 2 (1)	0	0	0	0	0	0	+	1
Module Reflection 2 (2)	0	0	0	0	0	0	+	1
Module Reflection 2 (3)	0	0	0	0	0	0	+	1
Module 3. Human Rights								**21,9%**
Activity 3.1.	+	0	+	0	0	0	+	3
Activity 3.2.	0	0	+	0	0	0	+	2
Activity 3.3.	0	0	+	0	0	0	+	2
Activity 3.4.	0	0	0	0	0	+	+	2
Activity 3.5.	0	0	+	0	0	0	0	1
Activity 3.6.	0	0	+	0	0	0	0	1
Activity 3.7.	0	0	0	0	0	+	+	2
Activity 3.8.	0	0	0	0	0	0	0	0
Activity 3.9.	0	0	+	0	0	+	0	2
Module Reflection 3 (1)	0	0	+	0	0	0	+	2
Module Reflection 3 (1)	0	0	+	0	0	0	0	1
Module Reflection 3 (1)	0	0	+	0	0	0	+	2

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[4] Legend: + = response provided, 0 = no response.

	Teachers							Total
	T1	T2	T3	T4	T5	T6	T7	
Module 4. Democracy								**24,2%**
Activity 4.1.	0	0	0	0	+	0	+	2
Activity 4.2.	0	0	0	0	+	+	+	3
Activity 4.3.	0	0	0	0	+	0	+	2
Activity 4.4.	0	0	0	0	+	0	0	1
Activity 4.5.	0	0	0	0	+	0	+	2
Activity 4.6.	0	0	0	0	+	+	0	2
Activity 4.7.	0	0	0	0	+	0	0	1
Activity 4.8.	0	0	0	0	+	0	0	1
Activity 4.9.	0	0	0	0	+	+	0	2
Module Reflection 4 (1)	0	0	0	0	+	0	+	2
Module Reflection 4 (2)	0	0	0	0	+	0	+	2
Module Reflection 4 (3)	0	0	0	0	+	0	+	2
Module 5. Participation								**9,8%**
Activity 5.1.	0	0	0	+	0	0	0	1
Activity 5.2.	0	0	0	+	0	0	0	1
Activity 5.3.	0	0	0	+	0	+	0	2
Activity 5.4.	0	0	0	0	0	0	0	0
Activity 5.5.	0	0	0	+	0	+	0	2
Activity 5.6.	0	0	0	+	0	0	0	1
Activity 5.7.	0	0	0	0	0	0	0	0
Activity 5.8.	0	0	0	+	0	0	0	1
Activity 5.9.	0	0	0	0	0	0	0	0
Module Reflection 5 (1)	0	0	0	0	0	0	0	0
Module Reflection 5 (2)	0	0	0	0	0	0	0	0
Module Reflection 5 (3)	0	0	0	0	0	0	+	1

A total of seven teachers completed this survey. It was noted that many of the questions remained unanswered. Since all the questions were open-ended, the following section presents the original responses for each activity.

Module 1 – Identity and Culture

Activity 1.1: "My True Self"

Question: Did you carry out Activity 1.1 "My True Self"? If yes, when did you implement it?
T1: The activity "My True Self" was conducted on 6 February 2025 as part of Module 1 – Identity and Culture.
T2: I implemented this activity during a homeroom period on 30 January 2025.
T4: I conducted this activity in Grade VII during a homeroom class on 13 March 2025.
T7: Yes, in February 2025.

Question: What do you consider to be the positive aspects of this activity?
T1: The positive aspects of this activity are that students begin to "open up"—they are willing to talk about themselves, share their wishes, fears, and experiences from their own lives.
T2: I connected this activity with the lesson "Let's Get to Know Our School." The students reflected more deeply on themselves as individuals and on what constitutes their "true self."
T4: The positive aspect of this activity is that students got to know themselves better through the values that matter to them.
T7: This activity was completed together with Activity 1.2.

Question: Were there any challenges during the implementation of this activity?
T1: Students find it difficult to distinguish their "true self," so guidance and examples are needed. The "Puppet Exercise" was helpful in helping them understand the difference between what the environment expects of them and who they truly are.
T2: The students generally spoke about themselves and what makes them individuals and shapes their identity.
T4: For example, one girl chose "family" and "faith" as her values. When talking about them, she said: "If I have faith, then I have all the values from the table."
T7: The students responded well to the workshop.

Activity 1.2: "Who Am I? Identity Chart"

Question: Did you carry out Activity 1.2 "Who Am I? Identity Chart"? If yes, when did you implement it?
T1: It was implemented on 13 February 2025.
T2: The activity was conducted on 6 February 2025 during a homeroom period.
T5: Yes, I implemented this activity in Grade VII during a homeroom class on 20 March 2025.
T6: I implemented the activity on 3 February 2025.
T7: Yes, in February 2025.

Question: What do you consider to be the positive aspects of this activity?
T1: Connecting through the things they have in common. Recognizing the difference between how they see themselves and how they think others see them.
T2: I linked this activity to the lesson "Class Album."
T5: The students were motivated to work. They found the activity interesting and participated eagerly. They learned many new terms. By the end of the class, they were satisfied and understood the topic well.
T6: They quickly described themselves with one word, and most students provided several expressions. They completed the task actively.
T7: The activity was done together with Activity 1.1. The students liked the activity related to identity.

Question: Were there any challenges during the implementation of this activity?
T1: There were no challenges, except maintaining students' interest throughout all the activities.
T2: The students easily recognized their differences as well as what makes them part of a social community as individuals.
T5: There were no particular challenges. All students were hardworking and active. I was pleasantly surprised by how willingly they participated and how well they formed conclusions with understanding.
T6: This activity might need to be carried out over two class periods. One period is not enough.
T7: No challenges.

Activity 1.3: "Body Mapping"

Question: Did you carry out Activity 1.3 "Body Mapping"? If yes, when did you implement it?
T1: The body mapping activity was conducted on 13 March 2025.
T2: The "Body Mapping" activity was implemented on 17 April 2025 during a homeroom period.
T7: Yes, in February 2025.

Question: What do you consider to be the positive aspects of this activity?
T1: We spoke very openly about emotions, and most students were able to recognize and express them. The students understand emotions better than I expected. They are also aware of socially acceptable ways of expressing emotions.
T2: I linked this activity to the lesson "Speaking Culture – Elements of Good Behavior."

Question: Were there any challenges during the implementation of this activity?
T1: No.

T2: The challenge was connecting behavior with emotions and understanding how to value emotions as part of our personality—how behavior affects emotions and what constitutes respectful behavior

Activity 1.4: "What Are My Values?"

Question: Did you carry out Activity 1.4 "What Are My Values?" If yes, when did you implement it?
T1: The activity "What Are My Values?" was implemented on 20 March 2025.
T2: The activity was carried out on 13 February 2025.
T7: Yes, in February 2025.

Question: What do you consider to be the positive aspects of this activity?
T1: This is an interesting activity because it gets to the core of what students respect, value, or wish for themselves and others.
T2: I connected the lesson "How to Learn" with the activity "What Are My Values?".
T7: The students defined and described both their own values and those of others.

Question: Were there any challenges during the implementation of this activity?
T1: No.
T2: The challenge was the differences among students—distinguishing between the values we emphasize as foundational and those that will remain important to them over time.
T7: No challenges.

Activity 1.5: Defining Culture

Question: Did you carry out Activity 1.5 "Defining Culture"? If yes, when did you implement it?
T1: The workshop "Defining Culture" was conducted on 27 March 2025.
T2: The activity was carried out on 20 February 2025 during a homeroom period.
T7: February 2025.

Question: What do you consider to be the positive aspects of this activity?
T1: We carried out the activity "Three Tribes." The students found it interesting to see that differences can coexist—and that different ways of doing things can all be valid.
T2: I connected the activity "Defining Culture" with the lesson "Discrimination."
T7: The students were able to identify positive aspects of their own culture, as well as those of other cultures.

Question: Were there any challenges during the implementation of this activity?
T1: They think within inherited values—conservative and patriarchal frameworks. It is difficult for them to recognize that ways of thinking exist beyond their own boundaries.
T2: The challenge was identifying an individual's culture and nurturing it without crossing into discrimination against members of other cultures.
T7: No challenges.

Activity 1.6: Everyone Has a Culture

Question: Did you carry out Activity 1.6 "Everyone Has a Culture"? If yes, when did you implement it?
T1: Combined with the workshop "Defining Culture," on 4 April 2025.
T2: The activity was conducted on 27 February 2025 during a homeroom period.

Question: What do you consider to be the positive aspects of this activity?
T1: The same positive aspects apply as in the previous activity.
T2: I connected this activity with the lesson "Independence Day of Bosnia and Herzegovina" as a national holiday, as well as with the cultures of the peoples of BiH.

Question: Were there any challenges during the implementation of this activity?
T1: No.
T2: Identifying the cultures of other groups and understanding how they influence members of different cultural communities.

Activity 1.7: "Map of My Social–Affective Environment"

Did you carry out Activity 1.7 "Map of My Social–Affective Environment"? If yes, when did you implement it?
T2: The activity was implemented on 20 March 2025 during a homeroom period.

Activity 1.8: "The Suitcase We All Carry"

Did you carry out Activity 1.8 "The Suitcase We All Carry"? If yes, when did you implement it?
T1: Conducted on 24 April 2025.
T2: The activity "The Suitcase We All Carry" was implemented during a homeroom period on 6 March 2025.
T6: Implemented on 10 March 2025 with class VIIa.

Question: What do you consider to be the positive aspects of this activity?
T1: The personal stories about how our family history influences us were very interesting. We discussed the "burdens" we inherit and carry with us.
T2: I connected this activity with the lesson "Mother's Day." We explored how family history shapes us as individuals—in this case, focusing on mothers.
T6: The students were creative when making the symbolic "suitcase." They preferred to highlight the positive things they carry from their families and represented many of them. The students were very active.

Question: Were there any challenges during the implementation of this activity?
T1: Include a larger number of students who share stories about themselves and their families.
T2: The discussion focused on the relationship between mothers and children, intergenerational differences, and what connects us.
 T6: No challenges.

Activity 1.9: Decision-Making

Did you carry out Activity 1.9 "Decision-Making"? If yes, when did you implement it?
T2: The activity was conducted on 3 April 2025 during a homeroom period.

Question: What do you consider to be the positive aspects of this activity?
T2: As part of preparing for their school trip and the lesson "Getting to Know Our Canton," the students make decisions about the destination and the activities for the excursion.

Question: Were there any challenges during the implementation of this activity?
T2: The conclusion was that when making decisions, we must respect the opinion of the majority, and that everyone's views and opinions are welcome and acceptable as long as they do not harm or restrict others.

Activity 1.10: "I Can Be Whoever I Want"

Did you carry out Activity 1.10 "I Can Be Whoever I Want"? If yes, when did you implement it?
T2: The activity was carried out on 15 May 2025.

Question: What do you consider to be the positive aspects of this activity?
T2: In connection with the lesson *"Our Heritage and Culture,"* we reflect on our own identity and life path through examples of inspiring individuals.

Question: Were there any challenges during the implementation of this activity?
T2: The students easily connected with inspiring individuals based on their own interests and aspirations.

<center>**Reflection on Module 1 – Identity and Culture**</center>

Were the activities clearly described methodologically in the brochure? Did you have any difficulties interpreting certain activities before applying them in the classroom?
T2: The activities were clearly described. I adapted each activity to the age of the students and to the specific lesson within which I implemented it.

<center>**Module 2 – Dignity and Respect**</center>

<center>**Activity 2.1: "Human Dignity"**</center>

Did you carry out Activity 2.1 "Human Dignity"? If yes, when did you implement it?
T2: The activity was conducted on 15 May 2025 in class VIII2.
T6: Implemented on 27 March 2025 during a homeroom period in Grade VII.
T7: Yes, in March 2025.

Question: What do you consider to be the positive aspects of this activity?
T2: We connected the activity "Human Dignity" with the literary work *"On the Corner"* by R.M. Rilke. The students concluded that it is dignified to do any job that is honest.
T6: The recognition that dignity and respect are among the most valuable human qualities.
T7: This activity was implemented differently from the previous ones in order to better adapt it to the students.

Question: Were there any challenges during the implementation of this activity?
T2: The students were somewhat influenced by prejudices and the belief that certain jobs are shameful, but by the end of the activity we managed to challenge and break down such assumptions.
T6: No challenges.
T7: No.

<center>**Activity 2.2: "What Do We Do With Differences?"**</center>

Did you carry out Activity 2.2 "What Do We Do With Differences"? If yes, when did you implement it?
T1: The activity "What Do We Do With Differences?" was implemented on 20 February 2025.
T2: The activity was carried out on 15 April 2025 with class VIII2.
T7: This activity was implemented together with Activity 2.3.

What do you consider to be the positive aspects of this activity?
T1: Writing down similarities and differences. Getting to know the group and oneself.
T2: We carried out the activity during a language class and connected the topic with the literary work "The Death of Omer and Merima." The students concluded that material status, beauty, or social reputation are irrelevant when love develops between young people.

Were there any challenges during the implementation of this activity?
T1: No challenges.
T2: The students observed that, under the influence of social media, attitudes are shifting. Increasingly, young people pay attention to social status, and this strongly influences their decisions when choosing a potential partner.

<center>**Activity 2.3: "Stereotypes, Prejudices, and Discrimination"**</center>

Did you carry out Activity 2.3 "Stereotypes, Prejudices, and Discrimination"? If yes, when did you implement it?
T1: I implemented the activity "Stereotypes, Prejudices, and Discrimination" on 27 February 2025.

T6: Conducted on 24 March 2025 in class VIIa.
T7: Yes, in March 2025.

What do you consider to be the positive aspects of this activity?
T1: We worked on the story "The River of Alligators," which helped raise students' awareness of how easily they fall into prejudices and stereotypes.
T6: They understood the concepts of stereotype, prejudice, and discrimination very well. They know many examples of gender-based stereotypes and attitudes. They asked questions and showed interest in learning new terms.
T7: The students revisited the definitions of stereotypes, prejudices, and discrimination. Through their own examples and specific scenarios, they identified instances of stereotyping, prejudice, and discrimination.

Were there any challenges during the implementation of this activity?
T1: It was interesting to discover how conservative the students' views are and how closed they are toward differences.
T6: They take gender-related stereotypes too seriously. They tend to personalize examples about one another, so they need close supervision because discussions can quickly escalate.
T7: No challenges.

Activity 2.4: "Positive Contribution"

Did you carry out Activity 2.4 "Positive Contribution"? If yes, when did you implement it?
T7: Yes, as a continuation of the previous workshop.

What do you consider to be the positive aspects of this activity?
T7: Encouraging students to challenge stereotypes, prejudices, and discrimination.

Were there any challenges during the implementation of this activity?
T7: No.

Activity 2.5: "Different Perspectives, Different Views"

Did you carry out Activity 2.5 "Different Perspectives, Different Views"? If yes, when did you implement it?
T2: The activity was conducted on 6 March 2025.

What do you consider to be the positive aspects of this activity?
T2: We connected this activity with the literary work "Notes on Cities" by Ćamil Sijarić. Since it is a travelogue, the students concluded that traveling is important for broadening one's worldview and becoming spiritually and intellectually enriched. They also recognized that having different perspectives is completely acceptable and does not need to be a source of conflict among young people or people in general.

Were there any challenges during the implementation of this activity?
T2: There were no challenges during the implementation of this activity.

Activity 2.6: "Everything Begins with Respect"

Did you carry out Activity 2.6 "Everything Begins with Respect"? If yes, when did you implement it?
T2: The activity was held on 7 February 2025 and integrated into the lesson topic "Media Culture – Identity."
T7: Yes, in April during a religious education class.

What do you consider to be the positive aspects of this activity?
T2: We concluded that the internet is a public space in which every participant deserves respect, and that respect is the foundation of all interactions.

T7: Students discussed how conflict does not always need to lead to violence. The activity strengthened a sense of community through dialogue.

Were there any challenges during the implementation of this activity?
T2: None.
T7: No challenges.

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Activity 2.7: "Conflict Is Not the Enemy; Violence Is"

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Did you carry out Activity 2.7 "Conflict Is Not the Enemy; Violence Is"? If yes, when did you implement it?
T2: The topic was covered during a language class in connection with the lesson "Debate – Discussion" on 21 February 2025.

What do you consider to be the positive aspects of this activity?
T2: We concluded that in situations of conflict, constructive dialogue is the most important approach—without insults, hostile looks, mockery, or physical or verbal violence—and that every problem or conflict can be resolved through conversation.

Were there any challenges during the implementation of this activity?
T2: No challenges.

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Activity 2.8: "Bridging Differences: The Power of Mediation"

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Did you carry out Activity 2.8 "Bridging Differences: The Power of Mediation"? If yes, when did you implement it?
T2: The activity was conducted on 25 April 2025. We connected it with the literature topic "The Death of Hasanaginica."
T6: Implemented on 4 April 2025 in Grades VI and VII.

What do you consider to be the positive aspects of this activity?
T2: The students concluded that the tragedy (the death of Hasanaginica) could have been avoided if healthy communication and mediation had taken place.
T6: The students were active and motivated; they found the activity interesting.

Were there any challenges during the implementation of this activity?
T2: No challenges.
T6: Lack of sufficient time within a single class period.

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Activity 2.9: "Listening Matters"

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Did you carry out Activity 2.9 "Listening Matters"? If yes, when did you implement it?
T6: Yes—on 4 April 2025 in Grades VI and VII, and again on 8 May 2025 in Grade VII.

What do you consider to be the positive aspects of this activity?
T6: The students learned how important it is to truly listen when someone is speaking. They participated fully in the activity and were very engaged.

Were there any challenges during the implementation of this activity?
T6: At one point, the narrators became frustrated because the listeners were not paying attention.

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Reflection on Module 2 – Dignity and Respect

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Were the activities clearly and methodologically described in the brochure? Did you have any difficulties interpreting certain activities before applying them in the classroom?

T7: The activities were clearly described, but in our opinion, they could have been shortened and combined into a single activity or workshop.

Were any of the activities (or more of them) particularly interesting to the students?
T7: Yes—those related to stereotypes, prejudices, and discrimination.

Please share your general impressions of this module. If you have any comments or suggestions, feel free to include them.
T7: There were too many activities, and not enough time to implement them all.

Module 3 – Human Rights

Activity 3.1: "What Does It Mean to Be Human?"

Did you carry out Activity 3.1 "What Does It Mean to Be Human?" If yes, when did you implement it?
T1: Yes, I implemented this activity on 19 May 2025.
T3: The activity was implemented on 10 February 2025 in connection with the topic "The French Revolution."
T7: Yes, in May 2025 as part of religious education classes.

What do you consider to be the positive aspects of this activity?
T1: Students recognized the importance of developing laws that protect human rights. They understood that these rights were won over time, that there is room to expand them, but also that regression or suspension of rights can occur under certain conditions.
T3: The positive aspects include the opportunity for students to collaborate and share their opinions and viewpoints.
T7: It encouraged students to reflect on and understand universal values.

Were there any challenges during the implementation of this activity?
T3: There were no challenges.
T7: No challenges.

Activity 3.2: "Collective Drafting of the Universal Declaration of Human Rights"

Did you carry out Activity 3.2 "Collective Drafting of the Universal Declaration of Human Rights"? If yes, when did you implement it?
T3: The activity was implemented on 17 February 2025 during a history class, alongside the lesson "France in the Age of Napoleon."
T7: Yes, in May 2025, combined with Activity 3.3.

What do you consider to be the positive aspects of this activity?
T3: The students explored the Declaration of the Rights of Man and of the Citizen and, for the first time, gained insight into what human rights are and what they include.
T7: See response under Activity 3.3.

Were there any challenges during the implementation of this activity?
T3: There were no challenges.
T7: See response under Activity 3.3.

Activity 3.3: "Expressing the Universal Declaration of Human Rights"

Did you carry out Activity 3.3 "Expressing the Universal Declaration of Human Rights"? If yes, when did you implement it?
T3: The activity was implemented on 20 February 2025 during a homeroom period.

T7: Yes, in May 2025, combined with Activity 3.2.

What do you consider to be the positive aspects of this activity?
T3: The students expressed their rights and reflected on them.
T7: The students determined the hierarchy of human rights from their perspective.

Were there any challenges during the implementation of this activity?
T3: There were no difficulties.
T7: Insufficient time, as the activities are extensive.

Activity 3.4: "Creating a Better World"

Did you carry out Activity 3.4 "Creating a Better World"? If yes, when did you implement it?
T6: Implemented on 22 May 2025 during a homeroom period with Grade VII.
T7: Yes, conducted in May during homeroom periods.

What do you consider to be the positive aspects of this activity?
T6: The positive aspect is that students learn that rights and responsibilities are highly valuable and strengthen every community.
T7: Students provided examples of how, in their view, a fairer and more inclusive society can be built.

Were there any challenges during the implementation of this activity?
T6: No.
T7: No challenges, as these activities align well with the existing curriculum.

Activity 3.5: "Perspectives on Rights: Balancing Freedom and Responsibility"

Did you carry out Activity 3.5? If yes, when did you implement it?
T3: The activity was implemented on 14 April 2025, alongside the lesson "The Civil War in the USA."

What do you consider to be the positive aspects of this activity?
T3: Students learned what freedom means and what responsibility means, and they understood that freedom always comes with certain responsibilities.

Were there any challenges during the implementation of this activity?
T3: No challenges were reported.

Activity 3.6: "Knowledge and Recognition of Human Rights"

Did you implement Activity 3.6 "Knowledge and Recognition of Human Rights"? If yes, when?
T3 reported that this activity was implemented during a homeroom class on 24 April 2025.

What do you consider positive aspects of this activity?
T3 noted that the activity helped students understand what human rights are and enabled them to recognize these rights in others.

Were there any challenges during the implementation of this activity?
T3 stated that there were no challenges.

Activity 3.7: "What We All Deserve"

Did you implement Activity 3.7 "What We All Deserve"? If yes, when?
T6 implemented the activity on 26 March 2025 in class IXa.
T7 implemented the activity in May 2025.

What do you consider positive aspects of this activity?
T6 noted that students quickly selected the scenarios and were able to justify their answers, with all students actively participating.
T7 highlighted that students learned to distinguish between rights and desires.

Were there any challenges during the implementation of this activity?
T6 stated that students needed additional encouragement to think, observe, and share personal experiences.
T7 reported no challenges.

Activity 3.9: "Island of Peace"

Did you implement Activity 3.9 "Island of Peace"? If yes, when?
T3 implemented the activity on 29 May 2025 during a homeroom session.
T6 implemented the activity on 15 May 2025 with the 7th grade.

What do you consider positive aspects of this activity?
T3 reported that students wrote their reflections on peace on poster paper, describing what peace means to them through events and personal experiences.
T6 stated that students found the activity interesting, understood the topic well, actively participated in the presentation, and were highly engaged.

Were there any challenges during the implementation of this activity?
T3 noted no challenges.
T6 also reported no challenges.

Reflection on Module 3 – Human Rights

Were the activities clearly described methodologically in the brochure? Did you have any difficulties interpreting certain activities before applying them in the classroom?
T3: The activities were clearly described methodologically. I had no difficulties.
T7: Yes, the activities were clearly presented. There were no difficulties, and the students were already familiar with similar types of activities.

Were any of the activities particularly interesting to the students?
T3: The activity "Island of Peace."

Please share your overall impressions of this module. If you have any comments or suggestions, feel free to include them.
T3: The students learned the basic concepts related to human rights and discovered which rights we use today and how we use them.
T7: There were too many workshops on this topic for the amount of time available.

Module 4 – Democracy and Communication

Activity 4.1. "Defining Our Shared Space"

Did you implement Activity 4.1. "Defining Our Shared Space," and if so, when did you carry it out?
T5: The activity was carried out on April 18, 2025.
T7: Yes, in June 2025.

What do you see as the positive aspects of this activity?
T5: Positive aspects include: group work (exchanging ideas, interaction, active listening) and understanding the concept of "community."

T7: Through debate, students learned about the importance of community and how to strengthen it by contributing to the common good.

Were there any challenges in implementing this activity?
T5: At the beginning, before defining the concept of "community," students associated the term exclusively with family or friends.
T7: No.

Activity 4.2. "Public and Private Spheres"

Did you implement Activity 4.2. "Public and Private Spheres," and if so, when did you carry it out?
T5: The activity "Public and Private Spheres" was implemented on April 25, 2025.
T6: Implemented on April 4, 2025, with the 9th grade.
T7: Yes, as part of a homeroom class.

What do you see as the positive aspects of this activity?
T5: I believe that through this activity, particularly the examples provided, students can better protect themselves; they realized how important it is to understand these spheres in order to safeguard their own and others' privacy.
T6: They worked very actively in groups. The topic is relatable to them, and students expressed their personal opinions and arguments.
T7: Understanding the concept of democracy through the public and private spheres in which students participate.

Were there any challenges in implementing this activity?
T5: There were no challenges.
T6: Despite all technological innovations, students are poorly informed when it comes to media.
T7: No.

Activity 4.3. "What Is Democracy?"

Did you implement Activity 4.3. "What Is Democracy?", and if so, when did you carry it out?
T5: The activity "What Is Democracy?" was implemented on May 9, 2025.
T7: Yes, combined with Activity 4.2.

What do you see as the positive aspects of this activity?
T5: Students became familiar with the concept of "democracy," which until now had been unclear or incomprehensible to them, or they associated it exclusively with democratic elections.

Were there any challenges in implementing this activity?
T5: There were no challenges.
T5: Nije bilo izazova.

Activity 4.4. "Democratic Values"

Did you implement Activity 4.4. "Democratic Values," and if so, when did you carry it out?
T5: The activity "Democratic Values" was implemented on May 16, 2025.
T7: Yes, combined with Activities 4.2 and 4.9.

What do you see as the positive aspects of this activity?
T5: Some of the positive aspects include revisiting democratic values and reflecting on their importance.

Were there any challenges in implementing this activity?
T5: I had to additionally explain some concepts to the students, such as "pluralism."

Activity 4.5. "Mapping Democracy in Bosnia and Herzegovina"

Did you implement Activity 4.5. "Mapping Democracy in Bosnia and Herzegovina," and if so, when did you carry it out?
T7: Yes, in June.

What do you see as the positive aspects of this activity?
T5: In addition to learning about the democratic system of Bosnia and Herzegovina, students realized that all three branches of government play an equally important role, and that if one does not function, democracy cannot exist.
T7: Students became familiar with the structure and functions of governance in BiH.

Were there any challenges in implementing this activity?
T5: There were no challenges.
T7: No.

Activity 4.6. "Too Little, Too Late?"

Did you implement Activity 4.6. "Too Little, Too Late?" and if so, when did you carry it out?
T5: Yes, on May 12, 2025.
T6: I implemented it on June 5, 2025 in Grade VII, during a homeroom class.

What do you see as the positive aspects of this activity?
T5: Students were able to understand the reasons why young people have so little trust in the political system of Bosnia and Herzegovina.
T6: A positive aspect is that students learned how important it is to participate in actions aimed at improving living conditions in all areas, both for individuals and for the community.

Were there any challenges in implementing this activity?
T5: There were no challenges.
T6: No.

Activity 4.7. "Speech That Hates Democracy"

Did you implement Activity 4.7. "Speech That Hates Democracy," and if so, when did you carry it out?
T5: Yes, on May 16, 2025.

What do you see as the positive aspects of this activity?
T5: Through a quiz on discrimination and hate speech, students realized the consequences these phenomena have on society and democracy.

Were there any challenges in implementing this activity?
T5: There were no challenges.

Activity 4.8. "Take a Stand"

Did you implement Activity 4.8. "Take a Stand," and if so, when did you carry it out?
T5: Yes, on May 19, 2025.

What do you see as the positive aspects of this activity?

T5: Positive aspects include learning how to formulate an argumented speech and express one's own opinion supported and grounded by arguments.

Were there any challenges in implementing this activity?
T5: There were no challenges.

Activity 4.9. "Fake or Not?"

Did you implement Activity 4.9. "Fake or Not?", and if so, when did you carry it out?
T5: Yes, on May 23, 2025.
T6: Implemented on May 29, 2025, in Grade VII.

What do you see as the positive aspects of this activity?
T5: Advocating against the spread of fake news.
T6: Students gladly participate in workshops. They are active.

Were there any challenges in implementing this activity?
T5: There were no challenges.
T6: No.

Reflection on Module 4 – Democracy and Communication

Were the activities clearly described methodologically in the brochure? Did you have any difficulties interpreting any activities before implementing them in the classroom?
T5: The activities were clearly described methodologically. There were no difficulties in interpreting them.
T7: Clearly defined. No difficulties.

Was any activity (or several of them) particularly interesting to the students?
T5: All activities involving group work were extremely interesting to the students.
T7: Communities.

Please share your overall impressions of this module. If you have any comments or suggestions, feel free to share them with us.
T5: An extremely creatively designed module. In the introductory parts, some creative methods for implementing activities could be suggested, such as mind maps, associations, cluster techniques, and similar.
T7: The period for implementing all activities was too short.

Module 5 – Citizenship and Participation

Activity 5.1. "Defining Our Universe of Obligations"

Did you implement Activity 5.1 "Defining Our Universe of Obligations"? If yes, when did you implement it?
T4: The activity was conducted on March 19, 2025, in class V2 during homeroom period.

What do you see as the positive aspects of this activity?
T4: We connected the activity "Defining Our Universe of Obligations" with the topic "Life in a Community", and concluded that society determines who deserves respect and protection.

Were there any challenges during the implementation of this activity?
T4: The challenge for students was to place certain groups within their universe of obligations.

Activity 5.2. "Schools as a Universe"

Did you implement Activity 5.2 "Schools as a Universe"? If yes, when did you implement it?
T4: I implemented the activity on March 28, 2025, during the literature lesson "Train in the Snow."

What do you see as the positive aspects of this activity?
T4: Positive aspects include encouraging students to develop a sense of belonging to the school and the community it naturally creates.

Were there any challenges during the implementation of this activity?
T4: Discussing the concept of "belonging" and exploring how students feel as part of the community was challenging.

Activity 5.3. "Concepts of Fairness"

Did you implement Activity 5.3 "Concepts of Fairness"? If yes, when did you implement it?
T4: The activity was conducted on April 16, 2025, during a homeroom session.
T6: Implemented on May 5, 2025, in class VIIIa.

What do you see as the positive aspects of this activity?
T4: Students understood that their views on fairness are important for their future.
T6: They provided many examples of fairness, especially from their personal experiences.

Were there any challenges during the implementation of this activity?
T6: They partially understand concepts of fairness. They can explain why they agree with certain concepts, but when it comes to concepts they disagree with, they are unable to explain their reasoning.

Activity 5.5. "Nature in Our Hands"

Did you implement Activity 5.5 "Nature in Our Hands"? If yes, when did you implement it?
T4: The activity was carried out on April 24, 2025, during the "Nature" class and was connected with the lesson "The Forest and Its Importance."
T6: The activity was implemented on June 2, 2025, in class VIIa.

What do you see as the positive aspects of this activity?
T4: Students connected the importance of the environment with human actions.
T6: Students were diligent and actively participated in the activity. They found the topic interesting.

Were there any challenges during the implementation of this activity?
T4: The challenge during the activity was the discussion about environmental issues.
T6: No challenges.

Activity 5.6. "May I Come In?"

Did you implement Activity 5.6 "May I Come In?" If yes, when did you implement it?
T4: The activity was conducted on April 30, 2025, during the lesson "Settlements in Bosnia and Herzegovina."

What do you see as the positive aspects of this activity?
T4: Students expanded their knowledge and understanding of refugees and their rights.

Were there any challenges during the implementation of this activity?
T4: The challenge was the discussion about people who were forced to leave their homes and the ways in which they were forced to do so.

Activity 5.8. "Let Every Voice Be Heard"

Did you implement Activity 5.8 "Let Every Voice Be Heard"? If yes, when did you implement it?
T4: The activity was conducted on May 7, 2025.

What do you see as the positive aspects of this activity?
T4: Students recognized that they can participate and have a positive impact on different aspects of society in various ways.

Were there any challenges during the implementation of this activity?
T4: The challenge was encouraging students to share their responses.

Reflection on Module 5 – Citizenship and Participation

Please share your overall impressions of this module. If you have any comments or suggestions, feel free to share them with us.
T7: This module was not implemented due to insufficient time caused by school obligations, and it will be implemented in September 2025.